



Scientific Center of Innovative Research OÜ

PEDAGOGY AND EDUCATION MANAGEMENT REVIEW (PEMR)

Issue 2 (12)

2023

International databases and directories indexing publications:

- CrossRef (DOI: 10.36690);
- ISSN International Centre;
- ORCID;
- Google Scholar;
- National Library of Estonia;
- PKP-Index;
- OpenAIRE;
- Eurasian Scientific Journal Index;
- Academic Recourse Index (ResearchBib);
- Advanced Science Index (Germany);
- ICI World of Journals (Poland);
- Open Ukrainian Citation Index (Ukraine);
- Directory of Research Journals Indexing (India);

Pedagogy and Education Management Review. DOI: 10.36690/2733-2039-2023-2

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CHAPTER 1

GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY

CONCEPTUAL BACKGROUND FOR THE DESIGN OF GENERAL AND HIGHER EDUCATION IN UKRAINE: HISTORICAL CONTEXT AND PARADIGM CHANGE

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Citation:

Soltys, D. (2023). Conceptual background for the design of general and higher education in Ukraine: historical context and paradigm change. *Pedagogy and Education Management Review*, (2), 4–13.
<https://doi.org/10.36690/2733-2039-2023-2-4-13>

Received: April 20, 2023

Approved: June 09, 2023

Published: June 22, 2023



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Abstract. This article presents a discussion of historical context and paradigm change in Ukraine's educational systems design and functioning. The purpose of this article is simply to alert the reader to foundational issues in education that tend to be under-examined in the post-Soviet space. The hope is that the article will stimulate further discussion by the Ukrainian audience, as this audience may consider relevant to specific conditions in Ukraine. These themes follow from Ukraine's transformation away from colonial status to national independence and to general processes of social modernization. The intention is to stimulate thought about themes that may have been under-examined concerning secondary and tertiary education in independent Ukraine. The article highlights the cultural, sociological, and organizational complexity of educational reform. The paper emphasizes that educational institutions need to be recognized as quintessentially human organizations, that are not easily amenable to elitist or market management methods. A prominent, though not exclusive, role should be accorded to teachers and faculty, as the main "custodians" of education. Ultimately, educational reform requires corresponding changes to the basic culture and values of any given country.

Keywords: educational reform, educational ownership, distributed leadership, dignified profession.

JEL Classification: B 10, I 18, L 88, O 31

Formulas: 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 39

Introduction. This article for discussion starts with the assumption that educational systems are quintessentially products of a country's culture, and are also quintessentially human entities. Culture grows out of the historical experience, society, and politics of a country. Depending on a country's culture, an education system may be authoritarian or liberal, elitist or democratic, teacher-centred or student-centred, vocational or general, public or private, religious or secular, or have other characteristics. For their part, organizations and bureaucracies are not mechanical things, but are comprised of human beings – who have their own interests, fears, and ideals. Good management practise is to align individual motivations with organizational goals. Therefore, an important theme of this article is that modernizing ministries of education should use a less technocratic and top-down approach to educational delivery, and should instead apply a more "human relations"

method of operation. More to the point, ministries of education should learn to trust teachers and faculty to be the main custodians of education.

These changes are necessary because the globalization of economic trade and the concurrent shift to a knowledge economy present new challenges to educational systems around the world. Educational establishments need to develop new methods of pedagogy and new organizational forms, in order to adequately serve new kinds of clients with new kinds of expectations and demands.

Educational systems are particularly challenged because educational delivery comprises an almost infinitely large number of factors, which, however, are not always given the attention they deserve. To this end, this article has two parts selected by the author. The first is historical, because policies going forward need to be based on a sound understanding of the underlying social and conceptual context. The second part calls for paradigm change in educational delivery, made necessary because of the nature of the modern global economy and student body

It has been said that education reform is technologically simple, but sociologically complex Fullan [1]. In other words, the technology of education reforms is mostly known; and reforms need only to follow established procedures such as those catalogued in the Bologna Process guidelines, the Dublin Descriptors, and by various kinds of accreditation agencies such as the New England Association of Schools and Colleges or the Foundation for International Business Administration Accreditation. However, sociological complexity means that educational organizations are not mechanical and impersonal entities, but are profoundly human. Therefore, the reform of education systems is less a matter of top-down management by technocratic administrative elites than of empowering rank-and-file teaching personnel and faculty, who are at the forefront or “technical core” of education delivery. Teachers and faculty are self-selected idealists, who love education and students, and can be trusted to be good custodians of education. Effective reform is thus in the first instance a matter of eliciting from teachers and faculty their voluntary participation, enthusiasm, and expertise; but also requires interest from stakeholders in society and the economy.

Literature review. A time-honoured analytical approach to national development is a historical-cultural one, in line with Weber’s classic work [2] on the relation between the Protestant religion and the capitalist economy. Moore [3] and Huntington [4] describe how history, culture, ideas, politics, and institutions are path-dependent, though not path-determined, in motoring large social movements; while Fukuyama [5] places particular emphasis on the role of culture in social change. The connections between culture and institutions are perhaps best synthesized by the Nobel prize-winning economic historian, Douglass North [6], who places culture and institutions at the centre of his analysis, in which he emphasizes that reforms of any kind will not succeed if they are not underpinned by the cultural values of a country. Such an approach is corroborated by another Nobel prize-winning economist, Amartya Sen [7], who notes that general economic growth is much enhanced by the empowerment of individuals and civil society. North’s and Sen’s insights are fleshed out in depth by Acemoglu and Robinson [8], in their widely read *Why Nations Fail*.

A massive formative history and design of the Soviet educational system was compiled by DeWitt [9], who, like Beissinger [10], noted the elitist and managerial aspects of Soviet education. Both authors remarked on a relative neglect of humanism and the social sciences, or, more precisely, on the deformation of humanism and the social sciences by state ideology. In-depth Western reviews of Soviet and Russian education were similarly compiled by Jones [11] and by Holmes *et al.* [12]. As for some more notable Soviet writers, Glazunova [13] analyzed labour education in the USSR, while Iagodin [14] advocated the humanization and democratization of general education. Reflecting the experimental mood of the late-Soviet era, Dneprov *et al.* [15] searched for ways to adapt Russian education to the changing social environment.

A critique of the 1958 Khrushchev and 1984 Brezhnev All-Union reforms and the Gorbachev initiative of 1988 was drawn by Soltys [16], who emphasized that educational systems have not only certain institutional forms, but, as noted by DeWitt, are situated more broadly within a country's strategic vision, with the corollary that an educational system is in the final analysis properly seen as a national civic project.

Aims. The purpose of this article is simply to alert the reader to foundational issues in education that tend to be under-examined in the post-Soviet space. The hope is that the article will stimulate further discussion by the Ukrainian audience, as this audience may consider relevant to specific conditions in Ukraine.

Results. I propose to consider historical context and "ownership" of education, as well as the need for paradigm change.

Historical context and "ownership" of education. A keen insight has it that an educational system is designed for the kind of society it is called upon to serve [17]. Here one notes that Ukraine was long a part of the monarchical Russian Empire and then recently the Soviet Union. Under both regime types a major concern of the central government was the control of territories and populations, not the development of civil society and autonomous institutions. The political and administrative culture within Ukraine was correspondingly elitist or managerial, with economic-technocratic values predominating over humanitarian and social concerns. Public institutions were characterized by what Hofstede [18] called "high power distance," in which subordinates passively deferred to their institutional superiors. The viewpoints and inputs of lower-level members were not only not encouraged, but often were actively distrusted, because these members' civic activity could upset the political monopoly of the government and the economic plans decreed by state officials. These officials considered themselves to possess superior technical knowledge, which legitimized their exclusive right to govern.

Soviet secondary education was marked after the Khrushchev All-Union reform of 1958 by a re-strengthened vocational paradigm, in which the aim was to increase direct links between secondary and vocational education, and then to shorten the distance between the schools and local factories or economic enterprises where the school graduates were to obtain assured employment. Higher education similarly came to be marked by an applied science instead of fundamental science paradigm

[19] [20]. Schools and technical institutes had the obligation to provide specific quotas of graduates to economic enterprises, so that state economic plans would be fulfilled. Industrial ministries were vertically integrated and had their own feeder vocational schools and technical or research institutes. The result was one of vertical compartmentalization of the industrial ministries, whereby the ministries were isolated from each other and often unknowingly duplicated the same functions and research. The overall picture was one in which there was little self-exploration and experimentation of talents by students and little horizontal mobility of professionals and diffusion of innovations.

In contrast to Russian imperial and Soviet education, North American education, to whose pedagogical model many East European schools and universities aspire, was typified by a strong orientation on grassroots civic values and the liberal arts. The United States and Canada at the time of their settlement by Europeans were frontier societies and were lightly governed, consequently local people acquired the custom of materially and morally supporting education and solving problems by themselves. Elementary education was initially arranged by religious communities, and had a large humanities and social content. But as technological requirements for a skilled labour force became more demanding, and as education was extended to higher grades and became more expensive, schools came under the jurisdiction of municipal and regional governments [21]. Nonetheless, the custom of strong local oversight remained in the form of considerable institutional capacity in both finance and governance. Municipalities and regions traditionally possessed school governing boards comprised of local parents and interested people; they raised and spent part of their own taxes for school support, hired their own teachers, and had a voice in the curriculum.

The United States and then Canada were the first countries to extend their secondary educational systems upwards and thus create “mass” universities, which brought in a large proportion of the eligible student cohort and thus increased the total amount of useable brainpower.. It may be noted that the design and content of the two educational systems was pre-industrial [22]; and yet, seemingly paradoxically, the two countries developed economies that were vigorous and technologically sophisticated. In other words, a humanities- and liberal arts-oriented educational system proved beneficial for economic and scientific progress. This progress occurred within national cultures marked by rule of law, low power distance, emphasis on personal civic responsibility, and trust in the professional integrity of teachers and faculty.

The contrast between Russian/Soviet and North American education raises the issue of “ownership” of education and the question of who should have authority to shape the upbringing of future generations. Ownership is closely related to purposes. As described by Manzer [23], education has three main purposes. The first is to prepare young people for employment in the national economy. The second purpose is to enhance the liberal development of individuals, and the third is to equip young people for citizenship. These three main purposes may be combined in many different ways, depending on a country’s values and needs as mediated through the

general culture of that country. But under the recent trend towards economic neo-liberalism in Western countries, the economic service function, born of a perceived need for greater economic competitiveness, now tends to crowd out the purposes of personal development and citizenship.

Consequently, there has been more emphasis placed on technocratic performance checks and accreditations; and on “accountability” – which is usually taken to mean accountability to the market. This trend has spawned the opinion that educational institutions should be operated more along “market principles” and that STEM (science, technology, engineering, mathematics) content should be increased at the expense of humanities and social sciences. The emphasis is on service to the economy and efficiency in educational delivery, at the same time that there is a retreat from social justice in access to education.

If the dominance of the economic service paradigm in education is a fairly recent phenomenon in North America and Western Europe, this was the dominant paradigm in the Soviet Union and remains so in most of the Soviet successor states. From the 1960s to the end of the Soviet era the social class structure became increasingly rigid and upward professional mobility for rural and working-class youths was much reduced, something which meant that many natural talents were undeveloped. Ironically, the capitalist neo-liberal paradigm and the Soviet technocratic paradigm share some prominent features. Both are top-down models that privilege the intelligence and expertise of the few over the many; both tend towards vocationalism and credentialism in the sphere of economics and towards applied science over fundamental science in higher education; both are non-liberal and non-person-regarding; both are socially non-egalitarian in practice; both take a small view of human nature and potential; and both claim to act on society’s behalf yet tend to exclude society from participation in public policy.

Gutmann [24] presents a useful taxonomy of educational systems, the first of which she calls the “family state.” This is a state-centred model of education which attempts to create a like-mindedness and camaraderie among citizens as one would find among family members. A good example of this was the educational system attempted by the Soviet Union. The second model is the “state of families,” in which parochial, economic, ideological, religious or other interests try to use the state in order to shape the educational system into their own likeness. An example of this is Western neo-liberals and social conservatives, who often advocate more “market-like” and “competitive” educational systems that would disproportionately benefit their own social categories. The third of Gutmann’s models is the “state of individuals,” in which a neutral state is subordinated to individual desires. The state of individuals does not advocate any particular ideology and holds that authority over education should be given to educational professionals. The final model, Gutmann’s preference, is the “democratic state” of education. Unlike the state-centric so-called family state, a democratic state recognizes the value of parental guidance in passing on particular conceptions of the good life. Unlike the state of families, a democratic state recognizes the value of professional authority in enabling young people to appreciate and evaluate ways of life other than those favoured by their families (for

families may be limited in their imagination or be intolerant). And unlike a state of individuals, a democratic state recognizes the value of political education for the common rights and duties of citizenship. Gutmann's larger point is that the education of the people's civic character promotes democracy and mutual respect in society. In this way, democracy and democratic education are mutually reinforcing; both are an ideal and a process at the same time. Democracy creates a mood of respect for different ideas and inclusion of all social groups. Democracy, social inclusion, and equal citizenship combine to produce sound educational systems [25].

The commentaries by Manzer and Gutmann illustrate that issues of ownership of educational systems are complex, and are immersed in a culture's social values. Thus the design of an educational system suitable for Ukraine should be the subject of a broad national discussion; and the values and practices of the system should be made overt. Otherwise the, not always best, values and practices already in place will continue to drift onward from habit. Unfortunately, broad national discussions have been rare in the post-Soviet region and the traditional technocratic and bureaucratic assumptions about the best purposes of education often remain entrenched.

The need for paradigm change. There is a need for paradigm change in education because modern-day students are different from those of earlier generations. The current era is one of personal rights and democracy. The spread of democracy around the world can be said to have two major impulses. The first impulse is social and political. Young people are more knowledgeable, they have more opportunities for international travel, they want more individual freedoms and career choices, and they feel a greater sense of self-efficacy. Young people are not as deferential to traditions and superiors as were their parents. The second major impulse for democracy is technological and economic. Professions are becoming more specialized and technologically sophisticated; this puts more functional and political power into the hands of people who have the specialized skills to operate modern economies [26]. Concomitantly, modern organizations are more decentralized and frequently have international contacts and partners.

These parallel trends towards democratization have important effects on both the social and individual levels. On the social level, the economically and politically most successful countries are those that are the most inclusive, and can maximally improve conditions for human creativity. Such societies make stronger efforts for gender inclusion, and the inclusion of people of different ethnic, religious, and personal identities [27] [28]. Democratization also has a profound effect at the level of the individual. As mentioned, modern generations are less deferential to authority, including teacher and faculty authority. Young people cannot be *told* what to do or how to think, but must be *persuaded* to do so. A student cannot be forced to learn, but must create meaning for herself. It is the student who decides whether learning will occur; and awareness of this fact activates the newer pedagogical philosophy of student-centred learning. The key point to note is that student-centred learning calls for a fundamental change in the way education is conducted, and for a fundamental change in the culture of educational institutions and ministry of education agencies. Schools and agencies should become less authoritative and coercive entities and

become more egalitarian, service-oriented, and motivated by the personal aspirations of the individuals within them. Ministerial agencies should encourage local capacity-building and re-cast themselves as “open systems” or “listening organizations,” which interact with and learn from the social environment.

It is students and parents who are the main “clients” of learning. But students and parents are not necessarily the best judges of their educational interests – something that is problematic for democratic theory – and their presence within the educational system is transient. For their part, ordinary citizens are amateurs and are poorly informed about inside details of education. And further still, ministry officials at the peak of educational bureaucracies in capital cities are far removed from classrooms and often poorly understand the needs, problems, and potentials of learning and teaching at the classroom level. It is for this reason that some ministerial rules are misconceptualized or unnecessarily time-consuming.

Such situations call not for direction from the top, but for the free exchange of ideas and adoption of best practices in what is termed the “shared leadership” [29] [30] [31] model of education. In this model all actors are encouraged to pool their talents and ideas; and education becomes a widely shared public trust [32]. In practice the main custodians of education in most countries are in fact teachers and faculty, though formal laws usually specify ministerial or governmental dominance.

Along with the paradigm shift to student-centred learning, it is desirable that ministerial agencies should learn to treat teachers and faculty as members of a “dignified profession” that can be trusted to act in the best interests of students and society. In North America, trust in the professional integrity of teachers and university faculty was accompanied by their high social status and high salaries. A dignified profession [33] has the five following features:

- The profession is full-time. This implies financial security for the individual instructor.
- The profession has training schools within a university setting. This affirms that its members have special knowledge and competencies not possessed by others, and that state agencies and the public defer to this knowledge and these competencies.
- The profession has its own association. This enables practitioners to obtain social and political allies, and to work for their own benefit while also benefitting the broader society.
- The profession has legal protection, including the right to set its own standards of competence and to exclude outsiders who do not meet these standards. Therefore a state agency does not set standards for academics’ qualifications and does not conduct attestations of the members.
- The profession has a code of ethics, by which the profession is licenced to regulate and police the conduct of its members. A state agency does not conduct the disciplining of the profession’s members, because the profession is entrusted to do this itself.

In a North American or Bologna-style university it is taken for granted that faculty constitute a dignified profession that possesses all of the above attributes.

Furthermore, Western universities are both teaching and research institutions; many faculty members are world-rank and some are Nobel Prize winners. The inappropriateness of having ministry bureaucrats, often amateurs, telling such faculty what and how to teach is obvious. Faculty must have the academic freedom and practical means to follow up on new ideas from any source in the world, without having to wait for ministry officials to “codify” knowledge [34] and approve instructional content.

A useful step towards increasing the status of Ukrainian teachers and faculty would be a sharp salary increase, which would bring more highly talented recruits into the educational profession. At the same time, the teaching workload should be reduced so as to give educators time for the improvement of lessons and for research.

Overworked teachers cannot be held accountable for large numbers of details. Relevant here are the notions of the “control paradox” [35] and that “responsibility requires freedom” [36]. The control paradox refers to a situation where a large number of often contradictory, unclear, or unimplementable rules cause upper-level bureaucratic officials to lose control of activities at lower levels. That is, a proliferation of rules causes less, not more, accountability of lower officials to higher. Rules decreed from the top become self-defeating [37]. The solution can come only from lower functionaries, who can resolve contradictions and blockages at the ground level provided that they have the freedom to apply their own judgement to actual conditions.

Discussion. Consequently, state officials and society in general should learn to empower and trust teachers and faculty who are at the technical core of education – and who can, for example, adjust in their classrooms to students who might need additional academic backgrounding or who may be unusually advanced for their age category. Likewise, it is locally situated faculty who make adjustments for the cultural or sociological characteristics of their students. Trust in faculty not only improves education delivery, it relieves the ministry of education of the burden of micro-management and improves accountability [38]. Accountability can be achieved if there is transparency both from the inside and outside of educational institutions. That is, people both within and outside the educational institutions can record the misappropriation of funds or poor performance of academic departments by recourse to internal grievance procedures, or to the public press or the laws and law courts of the country

To reiterate, the empowerment of faculty, their status as a dignified profession, and the transparency of educational institutions ensure the accountable and honest functioning of these institutions without the need for close bureaucratic checks and controls from the top. It may be noted that the rapid success obtained by the University of Kiev-Mohyla Academy in Ukraine and KIMEP University in Kazakhstan, for example, owed to the soundness of the North American liberal arts and decentralized educational model. It may also be noted (from the author’s personal observation) that the accreditations that KIMEP has undergone more recently were not relevant to this success; and should be understood mostly as just *post facto* expressions of the ideology of the neo-liberal “accountability” paradigm

and as ordinary marketing instruments. That is, the North American model *created* KIMEP's success, and subsequent accreditations merely *confirmed* this and reassure the public [39]. The marketing instrument may have a proper place in the survival of a university within a competitive educational market, but the qualitative notion of academic integrity and quantitative notion of accreditation for marketing purposes should not be confused.

Conclusions. In summary, operative paradigms of educational systems are profoundly shaped by history and culture. For educational reforms to be successful, the deep social and conceptual foundations of educational systems need to be recognized and brought to the surface for policy discussion. Reforms also need to recognize that educational institutions are quintessentially human and social; therefore reforms need to be attentive to sociological factors within these institutions.

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CHAPTER 2

INNOVATIONS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

ORGANIZATION OF PEDAGOGICAL PRACTICE FOR STUDENTS OF ART SPECIALITIES IN THE CONDITIONS OF DISTANCE LEARNING

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Citation:

Tereshko I. (2023). Organization of pedagogical practice for students of art specialities in the conditions of distance learning. *Pedagogy and Education Management Review*, (2), 14–20. <https://doi.org/10.36690/2733-2039-2023-2-14-20>

Received: June 08, 2023

Approved: June 20, 2023

Published: June 22, 2023



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Abstract. The article addresses the issue of organizing pedagogical (educational and vocational) practice for students of the Faculty of Arts at Pavlo Tychyna Uman State Pedagogical University in a distance learning format. The aim of the article is to reveal the specifics of organizing the pedagogical practice for students of artistic specialties at the Faculty of Arts of Pavlo Tychyna Uman State Pedagogical University in a distance format. The research employed a range of general scientific and pedagogical methods to ensure objectivity and comprehensiveness, including: literature analysis on the research problem to determine the state of its development and research prospects; comparison to examine different scholars' perspectives; systematization and generalization for drawing conclusions; observation of the educational process and analysis of the results of pedagogical practice undertaken by students of artistic specialties to assess the effectiveness of using the distance learning format. The author discusses the changes in the content of pedagogical practice for future teachers and highlights the factors that contribute to its organization in a distance learning format, including the development of a set of methodological recommendations for student interns (practice content by types of activities, guidelines for report preparation and submission, provision of documentation samples), identification of communication messengers for interaction with practice supervisors, students' mastery of online learning technologies - a set of educational technologies (developmental, project-based, blended, differentiated learning, etc.), as well as information and communication (digital) technologies for creating, compiling, storing, and accessing electronic educational resources that facilitate the implementation of distance learning processes. The organization of practice involves regular interaction between online learning participants during classes and consultations conducted online, ensuring the transmission of video, audio, graphic, and textual information in synchronous and asynchronous modes.

Keywords: pedagogical practice, distance learning, art, students, online learning technologies, future art teacher competencies, higher education institution.

JEL Classification: I 23, I 29

Formulas: 0; **fig.:** 10; **tabl.:** 0; **bibl.:** 16

Introduction. New global challenges and threats require educators to respond promptly and adapt to the conditions of providing educational services in a renewed format. The epidemiological situation in our country and the world, as well as the war in Ukraine, have forced educational institutions to adjust to the realities of the present and start implementing the distance learning mode in the organization of the educational process. This form of learning has gained significant popularity in many countries, but most Ukrainian higher education institutions lacked such experience and went through a complex period of adaptation. For our educational system, this trial has become a stimulus for discovering new possibilities and developing digital and distance education. According to the Law "On Education," distance education is understood as an individualized process of acquiring education, which primarily occurs through mediated interaction between remote participants of the educational process in a specialized environment based on modern psychological, pedagogical, and information and communication technologies [7].

An important component in the practical training system of higher education students in artistic specialties is pedagogical practice, which ensures the continuity and consistency of professional competence formation. During the practice, theoretical knowledge is reinforced and deepened, professional skills and abilities are developed, creative abilities are enhanced, and the process of forming professional personal qualities is intensified.

Literature review. Scholars such as E. Abdulin, I. Bodnaruk, B. Brylina, and M. Fitsula have highlighted the significance of practical training for future professionals in artistic specialties in the context of both professional and personal development. L. Androshchuk, T. Blahova, I. Dikun, S. Konovets, and O. Martynenko have emphasized the creative aspect of production practice. T. Horobets, L. Isaieva, O. Kaidanovska, H. Kojevnikov, and O. Semenova have analyzed the process of students undergoing various types of practice and discussed the technologies and methodologies of conducting them.

T. Horobets and T. Zavadzka formulate the concept of "pedagogical practice" in the context of preparing future music leaders and teachers as a special type of educational activity aimed at developing students' interest in their chosen profession, knowledge, skills, and abilities in various forms of musical activity, the ability to engage in pedagogically appropriate communication with children, and the effective application of acquired interdisciplinary and methodological knowledge and skills in real pedagogical processes [5, pp. 14-15].

According to I. Ruban, "the pedagogical practice of future visual arts teachers has significant potential that should be activated to develop the subject-related competencies of future educators in order to achieve artistic and pedagogical professional excellence" [12, p. 312].

L. Androshchuk notes that future dance teachers, during the process of undergoing pedagogical practice, "deepen their theoretical knowledge and develop skills in pedagogical, ballet-master, and choreographic-performing activities" [1, p. 214].

However, it should be noted that the issue of students undergoing pedagogical practice in the form of distance learning remains insufficiently explored.

Aims. The aim of the article is to reveal the specifics of organizing the pedagogical practice for students of artistic specialties at the Faculty of Arts of Pavlo Tychyna Uman State Pedagogical University in a distance format.

Methodology. The research employed a range of general scientific and pedagogical methods to ensure objectivity and comprehensiveness, including: literature analysis on the research problem to determine the state of its development and research prospects; comparison to examine different scholars' perspectives; systematization and generalization for drawing conclusions; observation of the educational process and analysis of the results of pedagogical practice undertaken by students of artistic specialties to assess the effectiveness of using the distance learning format.

Results. Practical training at the Faculty of Arts of Pavlo Tychyna Uman State Pedagogical University is an integral part of the professional preparation of students and is conducted in accordance with the Law of Ukraine "On Education" and the "Regulation on the Organization of Internships at Pavlo Tychyna Uman State Pedagogical University (full-time and part-time forms of study)". These regulations provide a list of all types of internships, their forms, duration, and scheduling [10].

Pedagogical practice involves students entering a new pedagogical reality and provides them with an opportunity to affirm themselves in a new status-role position as a teacher. This type of activity represents a real social and psychological field for the personal growth of future educators.

The study plans for bachelor's degree programs in the specialties of 024 Choreography, 014 Secondary Education (Visual Arts), and 014 Secondary Education (Music) include the completion of educational (preparatory) and production (pedagogical) practices, which enable students to acquire the necessary competencies for their future professional activities. These practices serve as a means to stimulate interest in the future profession and as a tool to assess the effectiveness of all aspects of professional training (psychological-pedagogical, historical-theoretical, performing, and methodological).

Let's briefly characterize the specifics of organizing such types of practices in a distance format.

The main principles of distance learning include independence, scientific approach, systematicity, accessibility, visual aids, individualization, and active participation of all participants in the educational process. To successfully complete practice in a distance format, specialized theoretical and practical learning materials and adequate material-technical support are required.

The scientific and methodological support of distance learning includes methodological recommendations (both theoretical and practical) for the development and use of pedagogical, psychological, and information and communication technologies in distance learning. It also encompasses criteria, tools, and systems for quality control of distance learning outcomes, as well as the content, didactic, and methodological filling of web resources (distance courses) in the

curriculum/educational program of specialties. Specifically, the Faculty of Arts has developed relevant practice programs that include adapted tasks taking into account the possibility of their completion by learners in the conditions of distance learning.

The comprehensive practice program for learners is the main educational and methodological document that defines all aspects of such activity. It ensures a unified and integrated approach to organizing practices, their systematic nature, continuity, and sequential professional preparation of future specialists.

Using online services such as Google Meet and Zoom, introductory conferences are conducted before the start of the practices, where: organizational matters are addressed, students familiarize themselves with the content, tasks, and organization of the practice, instructional documentation, responsibilities of the student interns, requirements for documenting the results of the practice, and so on.

Throughout the entire period of practice, communication is maintained with methodologists and practice supervisors (via phone calls and messaging apps such as Telegram, Viber, WhatsApp) for methodological advice and individual consultations.

The initial stage of professional-practical training for future teachers of arts specialties is the completion of educational (propaedeutic) practice. The main activity of students during this practice involves observing the art-educational process in general secondary education institutions and extracurricular educational institutions, as well as performing a series of tasks that reveal the main directions of the teacher's professional activities in the respective educational environment. The tasks of the content modules for such practices are adapted by methodologists in such a way that students can successfully complete them in the conditions of distance learning.

On the first day of practice, a video conference is organized between the practicing students and the administration and teaching staff of the educational institution, during which students receive information about the organization of the educational process. A video tour of the educational institution is also conducted. At the end of the meeting, the students are introduced to subject teachers with whom they will interact during the practice period. In the following days of practice, students directly immerse themselves in the educational process. They attend online lessons, analyze them, communicate with teachers, and document effective methods and techniques of interaction with students in the context of distance learning.

The learners actively utilize materials offered by educational IT projects such as "Vseosvita," "Na urok," "Osvitoria," and others. They participate in webinars and study the experience of successful practicing teachers in Ukraine.

The practicum students review the orders of the Ministry of Education and Science of Ukraine, watch special videos to analyze them regarding the arrangement of the subject-space environment of the New Ukrainian School (NUS). They also propose their own ideas for creating a safe and psychologically comfortable educational environment that is oriented towards the development of adolescents and student motivation for learning. Future art teachers always approach such tasks creatively, employing various approaches and techniques, such as photo collages, classroom plan drawings, hand-drawn illustrations of educational centers, modeling using e-tools like the 3D planner Planoplan Editor, and more.

Internship (educational) practice is an integral part of the process of shaping a future art teacher as a competent professional who possesses modern pedagogical technologies and is capable of independent creative work. It should be emphasized that for future music, dance, and visual arts teachers, this type of practice is a challenging stage on the path to the profession, which is determined by a wide range of professional competencies and qualities that need to be mastered. Alongside general cultural and psycho-pedagogical training, a music student must be able to perform vocal works as a soloist, play a musical instrument, conduct, engage in vocal-choral work, and much more. A dance student should be able to perform dances of various genres, select costumes, work as a choreographer, and more. An art student should have a command of different techniques of visual literacy, be familiar with types, genres, styles (movements) of visual arts, possess knowledge of contemporary art materials and the specificities of working with various graphic, plastic, and painting materials, organize and conduct art exhibitions, and so on.

The comprehensive nature of the internship practice involves performing all functions and types of activities of a teacher: the student works with documentation, conducts lessons, engages in various forms of extracurricular educational and cultural-enlightenment work, analyzes the lessons of other students and art teachers, and carries out educational research and diagnostic activities.

During this type of practice, the level of theoretical and practical readiness of the student for independent pedagogical activity is assessed, and ample opportunities are provided for the realization, development, and enrichment of the future professional's creative potential [13].

Before starting distance practice, students are provided with a work program and a package of methodological materials for it. The package includes a detailed description of professional tasks, work content and formats, requirements for the content and structure of the practice report, sample report templates, and evaluation criteria for all types of activities. All this information is available on the Moodle educational platform. Practice supervisors send the following materials to the students' corporate email addresses (and demonstrate them during consultations): algorithms for organizing lesson stages (for musicians - music listening, vocal-choral work, etc.; for choreographers - learning movements, compositional dance plans, rehearsal work, etc.; for visual artists - drawing from life, decorative painting, thematic painting, etc.); aspectual and comprehensive analysis schemes for art lessons, reflective analysis of the student's pedagogical activities; programs for studying the individuality of students and the class as a whole; various diagnostic techniques for exploring students' special artistic abilities.

The implementation of distance learning in modern circles has significantly emphasized the role of innovative media and technological art-pedagogical techniques in art lessons. These techniques encompass a range of information and communication tools, material and intellectual assets (press, print publications, photography, sound recordings, video, radio, television, cinema, multimedia computer systems, the internet) [11].

In the context of distance production practice, digital competence has become essential for trainees. For conducting art lessons, practicum students mostly utilize the free web service Google Classroom, which effectively enables teaching using video, text, and graphic information. It includes features such as Calendar for scheduling, Gmail for communication, Google Drive for creating and exchanging assignments, and Google Docs, Forms, Sheets, and Slides for generating tests and presentations. Some trainees developed and deployed tests for students using Google Forms or online games from LearningApps.org. Music trainees actively utilized the educational platform Chrome Music Lab, which aided in the study of music through engaging practical exercises. Students were able to create their own music and collaborate with others in real-time.

Discussion. Studying art in a distance format is impossible without the use of e-libraries, e-textbooks, music dictionaries, videos, and modern music computer programs. For example, in the process of choir singing, students participate in learning vocal parts using a virtual program called Piano (virtual piano). To study two-part harmony, recordings of both voices were provided to the students, and they would perform one of the parts. Students recorded their own parts on a dictaphone to independently assess their singing, identify shortcomings, and correct intonation and rhythmic errors. This method of learning songs promotes the development of melodic and harmonic hearing, self-control, and memorization of interval combinations. With the help of mobile applications such as "Tuner," "Metronome," and "Virtual Piano," students can independently tune their instruments to the appropriate pitch and perform their parts at the specified tempo without the assistance of a teacher.

To practice practical skills in visual arts, trainees use effective programs such as CoPt and SAI for drawing, ArtRage for creating realistic artworks on the computer, and Let's Create! Pottery 2 for online sculpting lessons.

For educational and enlightening activities, trainees utilized modern innovative technologies such as gaming techniques (quests), the Google Arts & Culture information and communication platform, and virtual tours of museums in Ukraine and around the world.

For conducting remote practice, changes have been made to the format of report documentation. Each student creates their own YouTube channel where they upload video and audio materials of conducted lessons or their fragments. The convenience of using such materials lies in the access to various information, the ability to view videos (examples) at any time, and the opportunity to use them for further analysis and discussion.

All developed materials accompanying the lesson content (detailed lesson plans, visual aids, tests, crosswords, creative tasks, etc.), as well as evaluations and other documents, were sent by the practice trainees to the email addresses of their supervisors.

Conclusions. Based on the advice provided by methodologists and practice supervisors, the trainees choose their own path to effectively complete their practice in a remote format.

The experience of organizing pedagogical practice in a remote format provides grounds to affirm that it shapes positive professional orientations and serves as a basis for the future professional development of art teachers. Specifically, it fosters the development of professional mobility and readiness to work in the context of an updated educational environment. It also develops the digital competence skills of the trainees, enabling them to conduct online learning sessions using video conferencing programs, share educational materials through online services, maintain educational websites, blogs, and more.

Further research requires the search for optimal ways to organize and conduct other types of practical training for students in artistic disciplines in a remote format.

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CHAPTER 3

THEORY AND METHODS OF VOCATIONAL EDUCATION

TECHNOLOGICAL ASPECTS OF PREPARATION OF FUTURE DOCTOR OF PHILOSOPHY IN SOCIAL WORK FOR TEACHING ACTIVITY

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Citation:

Kochubei, T., & Tkachuk, Y. (2023). Technological aspects of preparation of future doctor of philosophy in social work for teaching activity. *Pedagogy and Education Management Review*, (2), 21–33. <https://doi.org/10.36690/2733-2039-2023-2-21-33>

Received: April 17, 2023

Approved: June 01, 2023

Published: June 22, 2023



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Abstract. The modern development of the system of training of social workers in higher education institutions requires high-quality teaching staff, which raises the issue of technological aspects of training future doctors of philosophy in social work for teaching (pedagogical) activities. The study used such methods as: analysis and synthesis of regulatory and literary sources on the problem under study, educational and scientific programmes of HEIs in the specialty 231 "Social Work", questionnaires. As a result of the survey among higher education students - future doctors of philosophy in social work, it was determined that they consider the following forms of training to be the most effective "learning - discussion", "learning - training", "learning - cooperation", "learning - theatre", "learning - research", "learning - game". The types of lectures that every tenth respondent prefers are identified, namely, lectures with visual aids and discussions, interactive and using the latest technologies, dialogue, and games. Among the practical classes, every fifth respondent considers discussions to be the most effective, and every tenth - practical classes with elements of training or in the form of open discussion, case studies, and training. Every fourth respondent suggests that lectures should be less theory, more practical knowledge and visuals, so that the information is up-to-date and interesting, less information for note-taking and more for discussion, conducted in the form of dialogue and games; and practical classes should be more interesting information from personal sources and theatrical, interactive, discussions and training. The factors that, in the opinion of higher education students, contribute to the effectiveness of practical training by the teacher, namely: students' readiness and interaction with the teacher, innovative forms of teaching, the formation of a set of professional competencies and social skills (soft-skills), in particular, communication, management, interaction with people, autonomy and responsibility. Thus, in the practice of training future doctors of philosophy in social work for teaching (pedagogical) activities, it is effective to comprehensively introduce effective forms and methods of teaching and take into account the factors influencing the quality of teaching.

Keywords: Doctor of Philosophy, social work, teaching activity, training, higher education institution, social skills, soft-skills, teaching technologies, forms of training, teaching methods, factors of influence.

JEL Classification: I 23, I 29

Formulas: 0; **fig.:** 10; **tabl.:** 0; **bibl.:** 17

Introduction. At the present stage of professionalisation of social work, updating of regulatory and legal support, adoption of standards of professional training of social workers, professional autonomy in research, it is important to solve the problems of providing higher education institutions with highly qualified scientific and pedagogical teachers in the field of social work. This makes it important to study the experience of developing and implementing a programme for the preparation of doctors of philosophy in social work for teaching.

It should be emphasised that the ability of future doctors of philosophy to organise and manage the educational process, to form productive thinking activities in higher education students is a sign of pedagogical skills and a guarantee of successful conduct of classes in their future professional activities.

The fundamental directions of development of higher education in Ukraine in the twenty-first century include updating its content, forms and methods of organising the educational process, introducing innovative educational technologies and teaching methods, as well as developing theoretical and methodological aspects of training for the educational and scientific level of Doctor of Philosophy.

At the same time, teaching methods in higher education are significantly different from those in general education. They are aimed not only at transferring and perceiving knowledge, but also at penetrating the process of science development and revealing its methodological foundations. Therefore, the effectiveness of the educational and cognitive activity of higher education students largely depends on the ability of the teaching staff to select successfully and apply teaching methods and techniques.

Literature review. According to the Law of Ukraine "On Education" of 05.09.2017, No. 2145-VIII, "teaching activity" is defined as "an activity aimed at forming knowledge, other competencies, worldview, development of intellectual and creative abilities, emotional and volitional and/or physical qualities of students (lecture, seminar, training, courses, masterclass, webinar, etc.), and which is carried out by a pedagogical (scientific and pedagogical) employee, self-employed person (except for persons who are prohibited by law from such form of teaching activity) or other individual on the basis of a relevant labour or civil law contract; " [15].

In other words, teaching activities are focused on the transfer of knowledge, the formation of skills and abilities in various areas of education, the development of intellectual and creative abilities, professional competencies in accordance with the inclinations and requests of recipients of educational services (students).

In the context of the development of the educational and information space, it is important to introduce new approaches to the formation of pedagogical competences of future scientific and pedagogical specialists who at the level of understanding, knowledge, skills, would be able to produce educational products and transform them into a new training course, teaching aids (including electronic ones), new pedagogical technology, author's developments in teaching methods, etc. [1; 5].

Within the framework of this study, the results of the work of O. Boyko, N. Kabachenko, O. Karagodina, T. Logvinenko, O. Pozhydaieva, I. Regeylo, L. Romanovska, T. Semygina, who present a description of the state of training of

doctors of philosophy in the speciality "Social Work" in Ukraine and abroad, are of particular importance [2; 6; 13; 17].

Valuable is the analysis of the problem of introducing innovative technologies into the educational process, which is presented in the works of I. Lerner, M. Skatkin, V. Besspalko, V. Slastenin (innovative processes), N. Koshechko, O. Pekhota, S. Sysoieva (educational technologies), O. Pometun, O. Komar, T. Torchynska (interactive learning technologies). Y. Vaskova, S. Yermolenkova, L. Matsko, O. Radchenko (modern educational innovative technologies), S. Stebliuk (problem-based technologies, game technologies, technologies of collective and group activities), etc [5; 7; 12; 14].

We share the research position of S. Steblyuk, who understands innovative pedagogical technologies as "purposeful, systematic and consistent implementation of innovative methods, techniques, tools that cover the entire educational process from defining its purpose to the expected results" [14, p. 141].

In higher education didactics, there are different approaches to the classification of teaching methods, such as:

- according to the sources of transmission and the nature of the perception of information, there are verbal, visual and practical (S. Petrovsky, E. Talent, etc.);
- according to the main didactic tasks, there are methods of mastering knowledge, methods of forming skills and abilities, application of acquired knowledge, skills and abilities (M. Danilov, B. Esipov, etc.);
- by the nature of cognitive activity, there are explanatory and illustrative, reproductive, partially searching, research, problematic presentation (M. Skatkin, I. Lerner, etc.).

According to the binary classification, M. Makhmutov distinguishes teaching methods and learning methods. The scientist refers to teaching methods as informational-informative, explanatory, instructive-practical, explanatory-motivational, and to learning methods: performing, reproductive, productive-practical, partial-research, searching, etc. [9].

Y. Babansky identifies three groups of teaching methods as follows:

a) methods of organising and implementing educational and cognitive activities (explanation, instruction, narration, lecture, conversation, work with a textbook; illustration, demonstration, self-monitoring, exercises, laboratory, practical and research work);

b) methods of stimulating learning activities (educational discussion, ensuring success in learning, cognitive games, creating a situation of interest in the teaching process, creating a situation of novelty, relying on the life experience of the applicant; stimulating duty and responsibility in learning);

c) methods of control and self-control in learning (oral, written, test, graphic, programmed, self-control and self-assessment) [11].

However, in the practice of the educational process, each method is not used in isolation, but in conjunction with other methods and techniques.

It is worth noting that teaching methods in higher education institutions are closer to the methods of science itself than school ones, since they teach not only

scientific facts, but also reveal the methodology and methods of science itself. And only a problem-based research approach to its study can meet the needs of a modern student and form him or her as a thinking specialist [4].

Aims. To analyse the theoretical aspects of training future doctors of philosophy in social work for teaching (pedagogical) activity and to identify effective forms and methods of teaching, factors influencing the quality of teaching.

Methods. The study used methods such as analysis and synthesis of legislation and literature, educational and scientific programmes of higher education institutions on the problem under study, as well as a survey among higher education students – future Doctor of Philosophy in social work.

It should be noted that in order to prepare future doctors of philosophy for teaching within the framework of the educational and scientific programme "Social Work" for the third (educational and scientific) level at Pavlo Tychyna Uman State Pedagogical University, it is envisaged that higher education students will master the educational component "Methods of teaching specialised disciplines (Social Work)". The purpose of the course is to form a system of knowledge, skills and practical abilities, as well as the necessary competencies for future doctors of philosophy to ensure the implementation of the tasks of organising the educational process in the system of higher education, to provide them with a holistic and logically consistent system of knowledge about the didactics of training highly qualified personnel, to cover the basics of theory, methods and methodology of teaching disciplines in the specialty 231 "Social Work" [8].

In the process of studying a mandatory component "Methods of teaching special disciplines (Social Work)", students acquire knowledge of the conceptual foundations of teaching in higher education institutions, the content and forms of organisation of the educational process, the specifics of organising the training of future social workers, the specifics of organising the extracurricular activities of future social workers, etc. as well as the skills of research and independent work; develop universal skills of a teacher, acquire the ability to navigate the system of curricula and programmes in the speciality 231 "Social Work", structure methodological material in accordance with the form of the discipline, topic, conduct the main forms of organisation of the educational process, organise students' independent work, determine the factors of success of the educational process.

For example, during a lecture on "Conceptual Approaches to Organising Training of Future Social Workers in the System of Higher Education Institutions", second-year students chose the "Teaching – Learning" method, which allowed them not only to participate in the transfer of their knowledge to other PhD students in social work, but also to try themselves as a teacher.

For example, during the lecture session "General characteristics of forms and methods of teaching in higher education", Yulia, a PhD candidate, used the "teaching - learning" method. The method she chose allowed her to take part in the class and pass on her knowledge to her classmates. Yulia announced the topic and purpose of the lecture, distributed task cards to the students to familiarise themselves with the

information, and allocated time to prepare for the transfer of information to other students in a form accessible to them.

One of the conditions was the right to talk to only one person. The task was also to share her information with other students and learn from them. Therefore, Yulia, in her role as a lecturer, introduced her part of the lecture in an accessible form and invited each of them to share the material of their part to get acquainted with it themselves. After everyone had shared their information and received it from the others, each applicant told what they had learnt from the others.

Results. Upon completion of the course, a survey is conducted annually among higher education students to improve the organisation of the educational process. The results of the survey showed that among the forms of organising the educational process, the most optimal are interactive classes with the use of technical learning tools (22%), the most effective forms of organising classes are "learning – discussion" (16%), "learning – training" (16%), "learning – cooperation" (22%), "learning – theatre" (16%), "learning – research" (7%), "learning – game" (7%) (Figure 1).

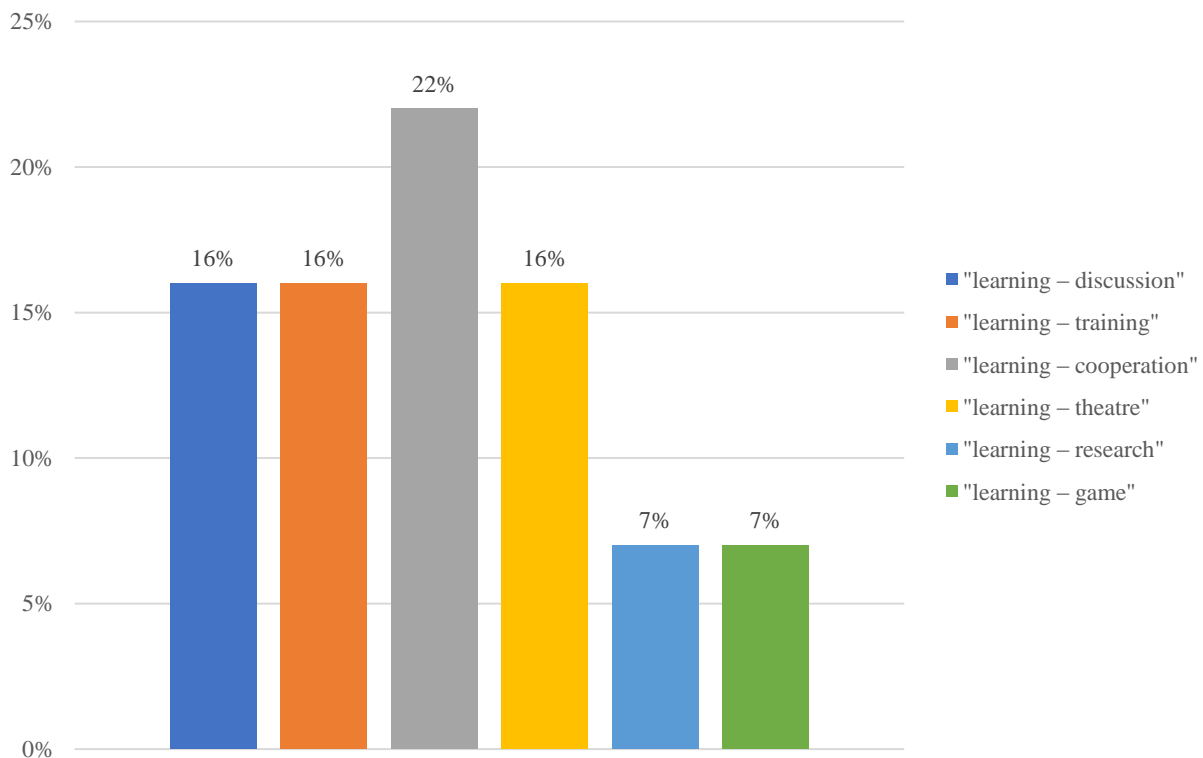


Figure 1. The most effective forms of training organization

Source: developed by the authors based on the results of a survey

To the question "In what format do you think it is better to conduct practical classes and lectures?", the students said: *practical classes* – with elements of training or in the form of an open discussion – 10%, discussions – 20%, case studies – 10%, training – 10%; *lectures* – with visuals and discussions – 10%; dialogue – 10%; game – 10%; to be conducted by students themselves and developed in the form of games and activities – 5%; exchange of views on the topic of the lecture – 5%; in the format of interactive and using the latest technologies – 10% (Figure 2).

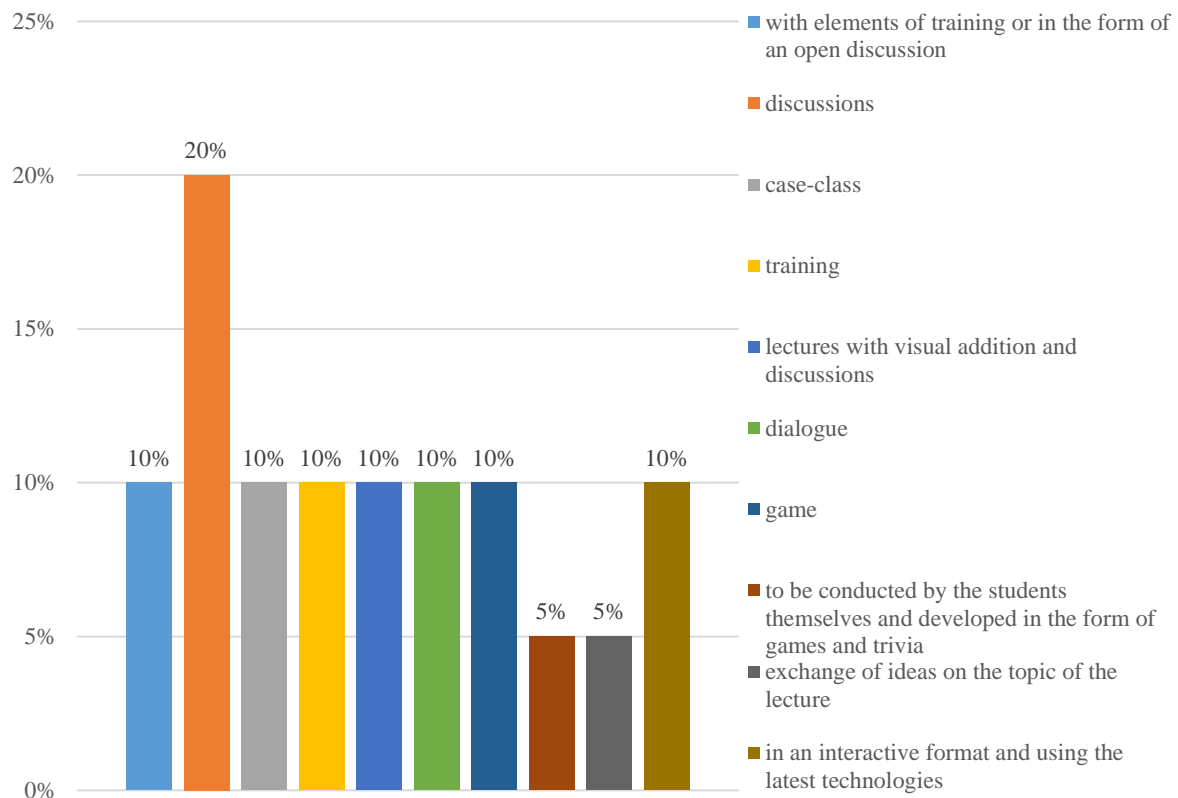


Figure 2. In your opinion, in what format is it better to conduct practical classes and lectures?

Source: developed by the authors based on the results of a survey

Higher education students made suggestions for improving the conduct of classes: *lectures* – less theory, more practical knowledge and visuals – 25%, to make the information up-to-date and interesting – 25%, less information for note-taking and more for discussion – 25%, to conduct in the form of dialogue and games – 25% (Figure 3); *practical classes* – more interesting information from personal sources and theatrical conduct – 25%, fully satisfying – 25%, interactive – 25%, discussions and trainings – 25% (Figure 4).

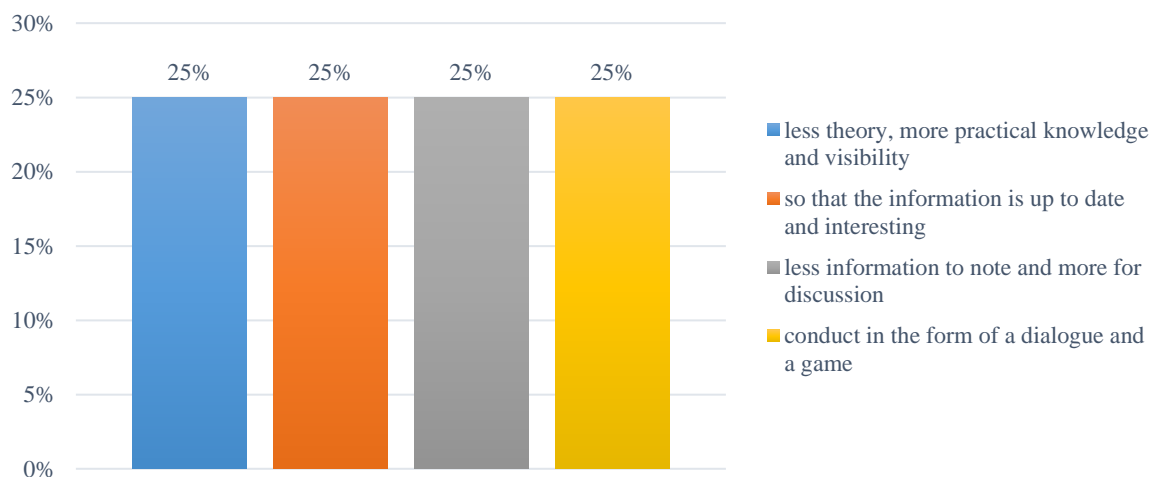


Figure 3. Suggestions for improving the conduct of lectures

Source: developed by the authors based on the results of a survey

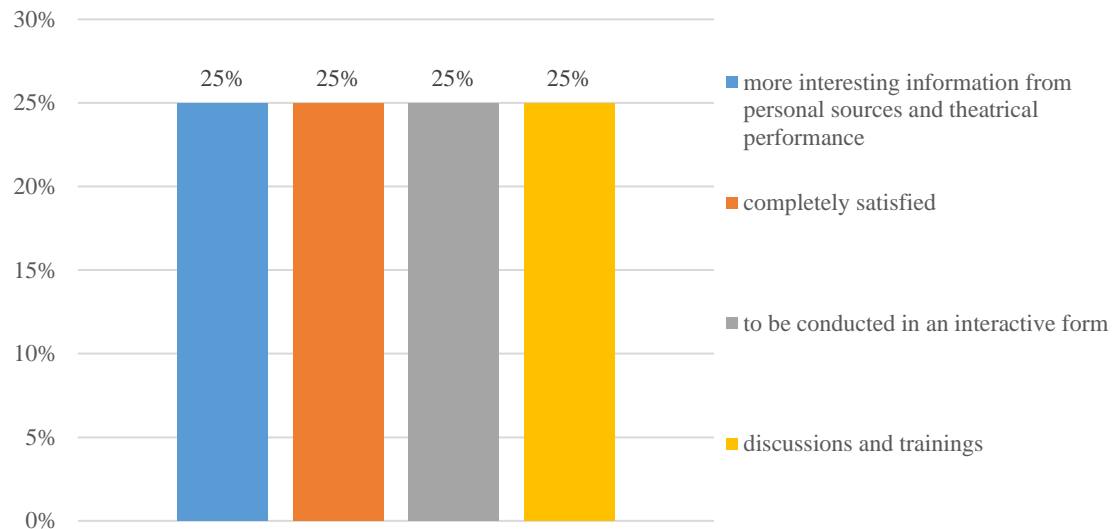


Figure 4. Suggestions for improving practical classes

Source: developed by the authors based on the results of a survey

During the practical classes, the future doctors of philosophy were offered to conduct a lecture and a practical lesson on a topic of their choice. After their classes, they were asked to answer questions. The analysis of the answers showed the following.

To the question "How did you feel during the practical training?" 20% felt a sense of pride in themselves and the experience gained in conducting the practical training, 20% were interested in their colleagues who conducted the training, 20% were afraid that they might not be able to cope, but everything went well, 20% had only positive emotions and self-confidence, 20% really enjoyed conducting the training (Figure 5).

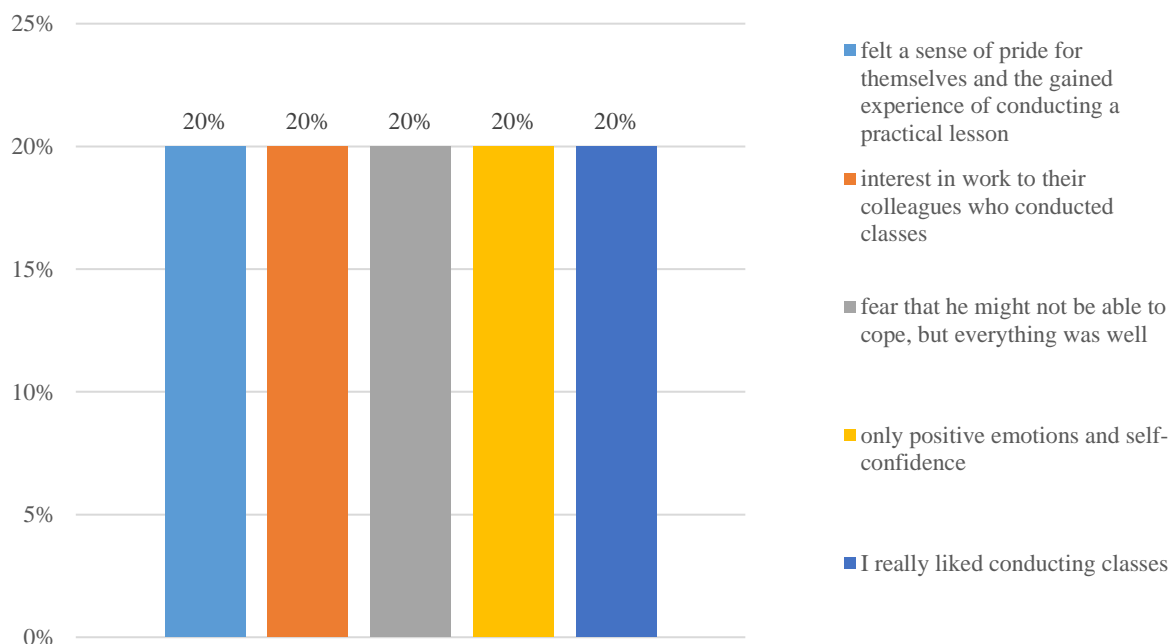


Figure 5. What did you feel during the practical session?

Source: developed by the authors based on the results of a survey

Answering the question "How did you feel during the lecture?" – 20% of the students said that it was easy for them to give a lecture because they had acquired the necessary knowledge during their studies, 20% felt a little nervous, 20% had great emotions and excitement, 20% felt grateful to the students, and 20% had a desire to present new and interesting material (Figure 6).

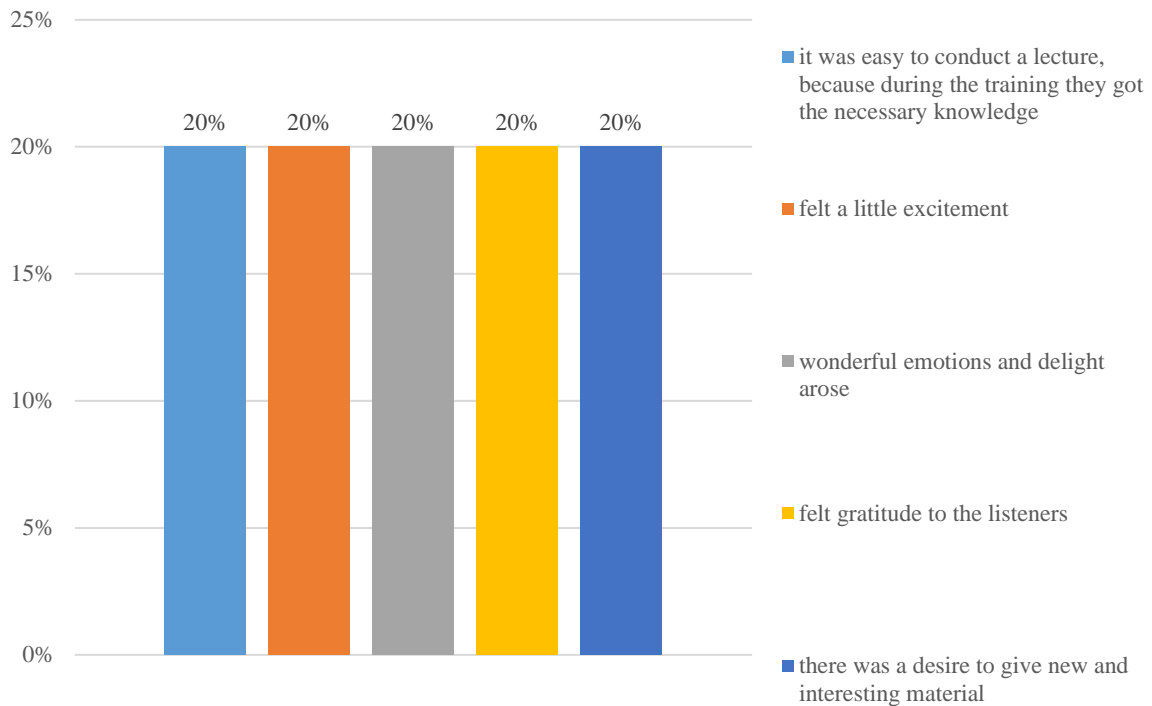


Figure 6. What did you feel during the lecture?

Source: developed by the authors based on the results of a survey

Among the types of lectures, the respondents preferred the following: lecture with problem statement, lecture – discussion, lecture – visualisation, lecture – reflection, lecture – consultation, lecture – orientation, binary lecture, lecture with pre-planned mistakes, lecture – press conference.

To the question "How did you feel during the training?" the respondents gave the following answers: 20% – a good command of the training technique because they had previous experience over the years of study, 20% – it was very interesting and they felt only positive emotions, 20% – joy and belief in themselves, as well as joy that everything was successful, 20% – admiration for innovative teaching methods (Figure 7).

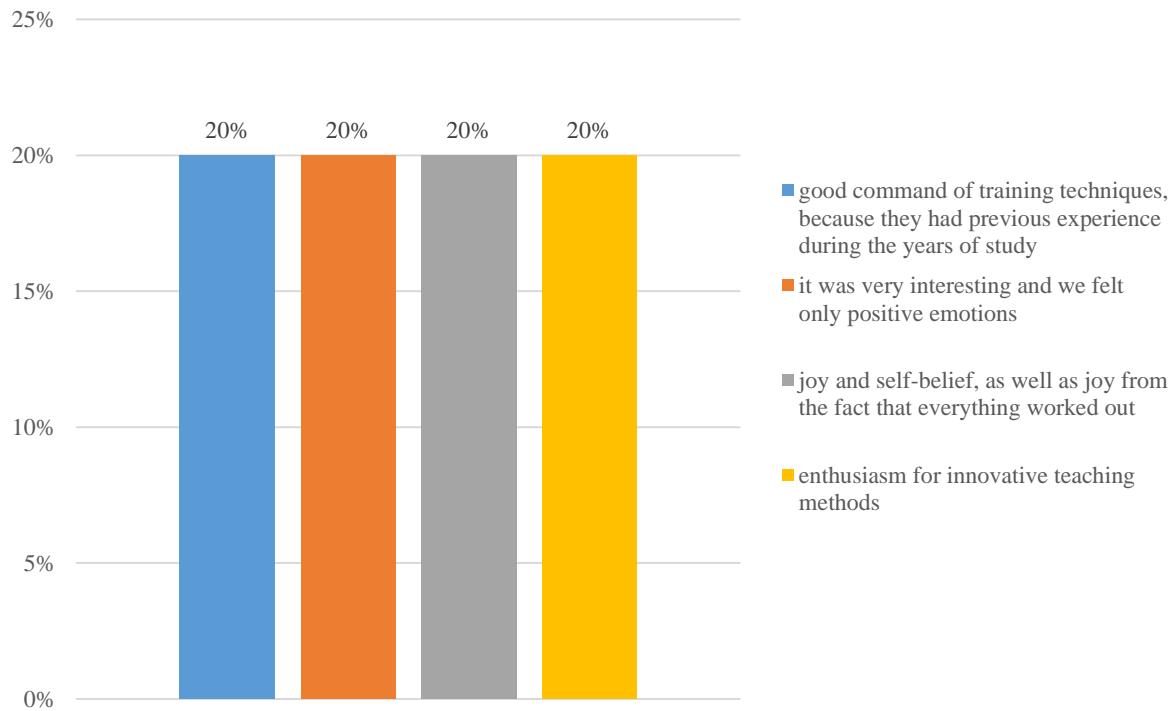


Figure 7. What did you feel during the training?

Source: developed by the authors based on the results of a survey

To the question "In what form is it better to conduct lectures?" the students said: 25% – with the use of modern technologies, more information not from theory, but from their own experience, 25% – lectures should be supplemented with small discussions, questions for reflection, 25% – in the form of lectures-visualisations, 25% – in the form of interaction and cooperation (Figure 8).

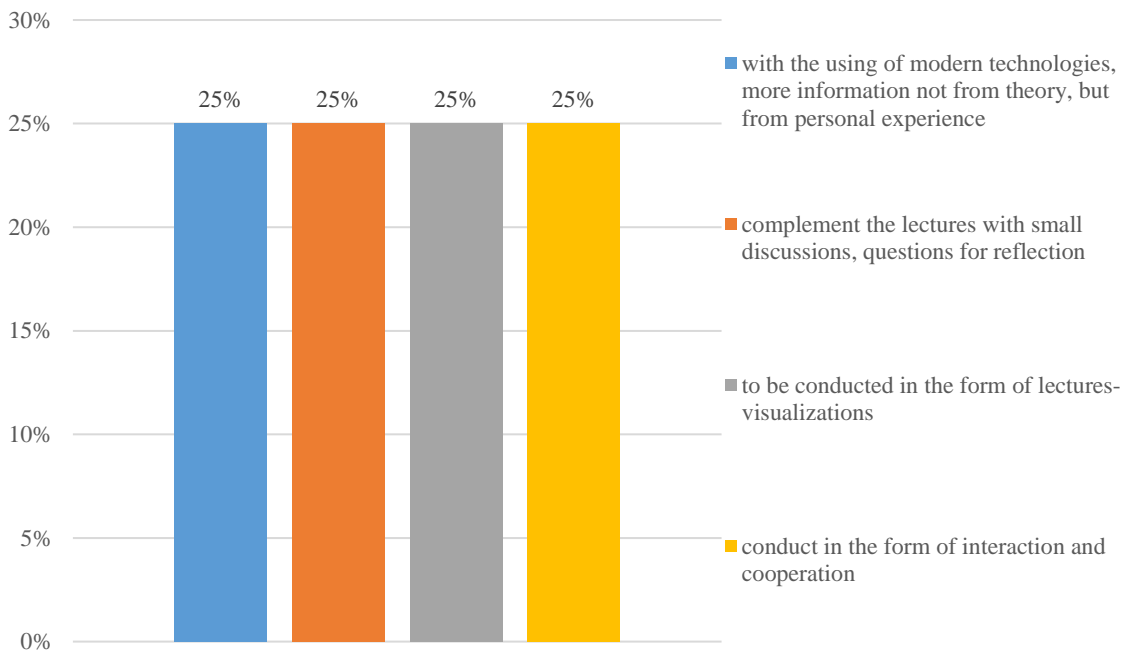


Figure 8. In what form is it better to conduct lectures?

Source: developed by the authors based on the results of a survey

The respondents gave the following answers to the question "What is the best form of practical training?": 33.4% – to use interactives and theatrics, 33.3% – it would be interesting to continue practicing the practicals that were offered to us, 33.3% – in an interactive form (Figure 9).

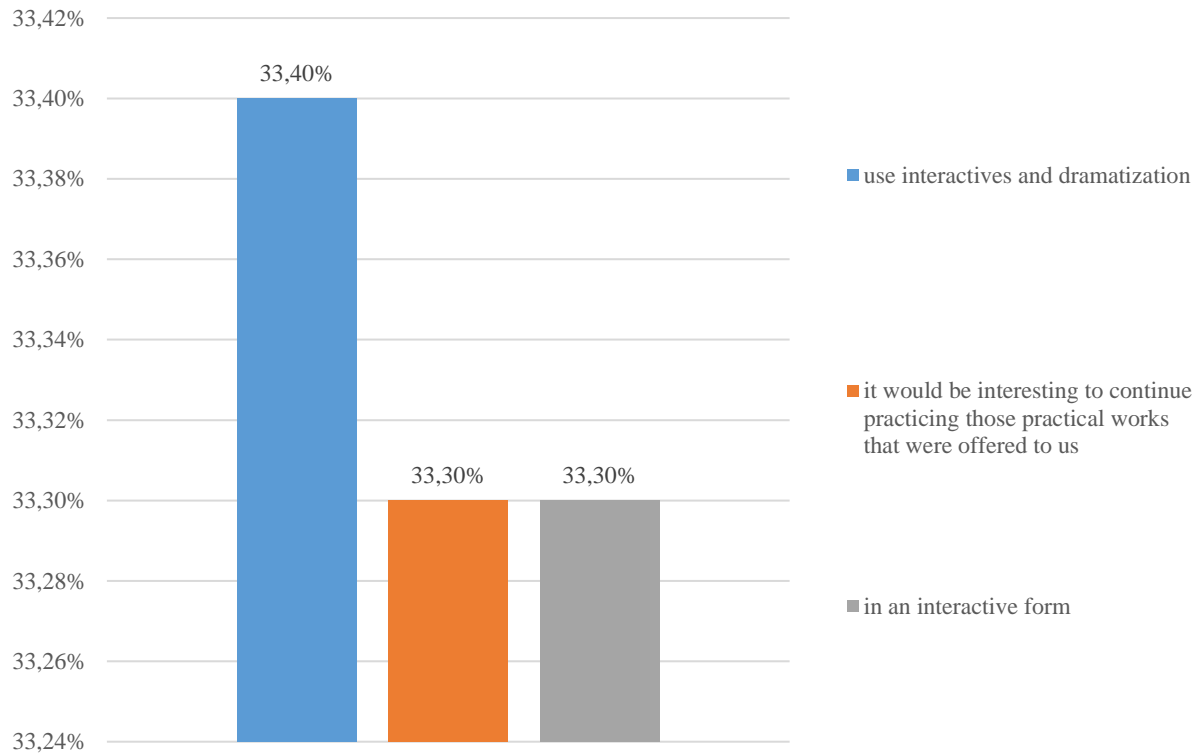


Figure 9. In what form is it better to conduct practical classes?

Source: developed by the authors based on the results of a survey

Among the factors that contribute to the effectiveness of practical classes by a teacher, higher education students include: 50% – students' preparedness and interaction with the teacher, 50% – innovative forms of teaching (Figure 10).

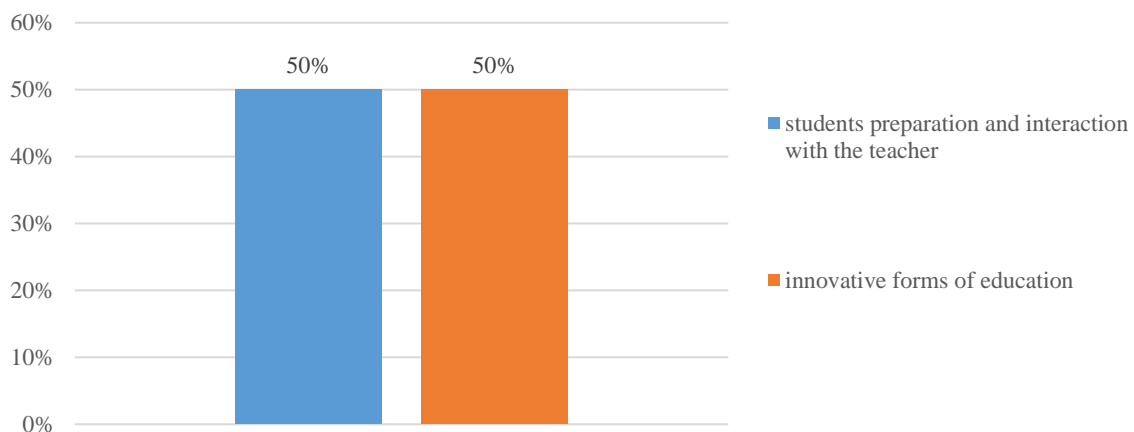


Figure 10. Factors contributing to increasing the effectiveness of the teacher's practical training

Source: developed by the authors based on the results of a survey

Answering the question "What emotions did you have and impressions did you have after the practical training?", the higher education students noted a sense of elation and confidence in their abilities, the lecture – was interesting and useful for them, and the training – was a joy that everything was successful.

Discussion. Preparation of future doctors of philosophy for teaching encourages the formation of such professional competencies as: the ability to organise and conduct training sessions; the ability to master the methodology of pedagogical and scientific activity in the speciality; the ability to develop a programme of study, teaching and methodological materials; the ability to update the programme of study in accordance with the requirements of the internal system of quality assurance of education; the ability to advise students on the subject of the discipline in accordance with their individual educational needs; the ability to provide individual support to students (mentoring, mentoring) during their studies, etc [1; 9; 10].

At the same time, we share N. Ashytok's opinion that in the framework of the competence approach to the modern training of future social workers, in addition to the formation of hard skills, the development of soft skills is also foreseen [1].

The concept of "soft skills" is a collective term that covers a number of universal or non-cognitive competencies that help people in professional activities, in particular team work, and also contribute to successful socialization. [10; 16]. The following soft skills are becoming more and more relevant: complex problem solving; critical thinking; coordination with others; emotional intelligence; the ability to make decisions; flexibility and others [3].

That is, an important factor is also the acquisition of "soft-skills" for future doctors of philosophy in social work, in particular the following: communication (choosing and implementing communication strategies and tactics in accordance with the context of pedagogical interaction, which involves the implementation of pedagogical communication on the basis of a student-centred approach, effectively explaining and presenting educational material); management (creating an atmosphere of trust, cooperation, involvement, when everyone understands the areas of responsibility and works for the result); interaction with people (communication, ability to listen and hear, provide feedback, negotiate, distribute responsibility); autonomy and responsibility (conducting independent scientific research of pedagogical phenomena and extrapolating their results into teaching practice, which involves the ability to exercise autonomy and responsibility in the development of educational and methodological support for disciplines in the field of knowledge 23 Social Work, in the management of educational and cognitive activities of higher education students) [8].

In addition, in the process of professional training of future doctors of philosophy, it is important to form their programme learning outcomes, in particular, the following: to master the methodology of pedagogical and scientific activity in the speciality; to organise and conduct training sessions; to develop criteria and choose assessment tools; to carry out objective assessment of learning outcomes; to develop and update curricula, prepare teaching and methodological materials; supervise the scientific work of undergraduate and postgraduate students; provide counselling and individual support to

students; develop and improve educational programmes, etc.

It is also important that during the lectures and practical classes in the a mandatory component "Methods of teaching specialised disciplines (Social Work)" future doctors of philosophy are trained directly for teaching, in particular, they develop the ability to use various forms, methods and technologies of teaching.

The pedagogical effectiveness of the using of teaching methods in a higher education institution depends not only on the methods themselves, but also on the scientific qualifications and skills of the teacher. The using of teaching methods by a teacher in the process of educational activity requires creativity, search for sources and proofs of truth, vision of problems in science and life and possible ways to solve them, the ability to find optimal solutions in unforeseen situations, as well as clarity of scientific and educational positions, high moral qualities, respect for students and demanding care for them. Only in this way it is possible to form a responsible attitude of students to the acquisition of knowledge.

Conclusion. Thus, the integrated introduction of innovative technologies and teaching methods into the educational process makes it possible to intensify the process of assimilation by students of constantly growing volumes of relevant scientific, educational and methodological information, to ensure high-quality practical application of innovative teaching technologies in the educational process, to help students independently acquire new knowledge on the basis of modern telecommunications, to rationalise the work of teachers and other participants in the educational process.

We see the prospects for further research in this area in the identification and analysis of the system of socio-pedagogical conditions for the effective preparation of future Doctor of Philosophy in social work for teaching (pedagogical) activities.

Author contributions. The authors contributed equally.

Disclosure statement. The authors do not have any conflict of interest.

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THE FEATURES OF DEVELOPING RHETORICAL COMPETENCE IN FUTURE TEACHERS

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Citation:

Dudnyk, N. (2023). The features of developing rhetorical competence in future teachers. *Pedagogy and Education Management Review*, (2), 34–39. <https://doi.org/10.36690/2733-2039-2023-2-34-39>

Received: june 08, 2023

Approved: June 21, 2023

Published: June 22, 2023



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Abstract. The article explores the theoretical foundations of developing rhetorical competence in future educators during their professional training. The purpose of the article is to substantiate the theoretical foundations for the development of rhetorical competence among future educators in the context of professional training, using a competency-based approach. The research on the issue of rhetorical competence among future educators was conducted using theoretical research methods, including comparative analysis of scientific publications, psychological-pedagogical and methodological literature, and the experience of pedagogical and scientific-educational staff in higher education institutions to determine the current state and prospects of the researched problem. Structural analysis, systematization, and classification were employed to organize and categorize the theoretical materials related to the research problem. It is established that the issue of forming rhetorical competence in future educators is the focus of comprehensive research on the professional training of future teachers, carried out based on a competency-based approach. The views of scholars on the essence of developing rhetorical competence in future educators are examined. It is determined that "rhetorical competence" of future educators is an important component of their education in higher education institutions and involves the ability to effectively shape a communicative strategy, formulate thoughts logically and comprehensibly, communicate proficiently, and skillfully employ rhetorical techniques to develop an individual speaking style.

Keywords: rhetoric; language; communication; language and communicative competence; rhetorical competence; future educators; competency-based approach; rhetorical knowledge, skills, abilities.

JEL Classification: I 23, I 29

Formulas: 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 11

Introduction. Ukrainian higher education faces the task of preparing a new generation of teachers capable of embodying the fundamental principles of building the New Ukrainian School, serving as a unique "agent of change." These teachers act as generators and conveyors of progressive pedagogical ideas, motivating others towards change and implementing innovative approaches, all while being competitive. Consequently, new legislative norms have been adopted. The Ministry of Education and Science, along with the Ukrainian Institute for Educational Development, in collaboration with teachers and school administrators, professionals involved in teacher training, and providers of educational services for their professional development and teacher certification, have developed professional standards for three teaching professions: primary school teacher in a general secondary education institution, teacher in a general secondary education institution, and primary education teacher (with a junior specialist diploma). The document defines both general competencies (citizenship, social, cultural, leadership, and

entrepreneurial) and professional competencies that teachers should possess. Among the professional competencies, language and communicative competence are included.

According to the professional standard, language and communicative competence include the following aspects:

- “Ability to ensure students' acquisition of education in the state language;
- Ability to ensure (when necessary) students' acquisition of education taking into account the specificities of the linguistic environment in the educational institution (language of the respective indigenous people or national minority in Ukraine); ability to provide instruction in a foreign language to students and communicate in a foreign language within the professional circle (for foreign language teachers);
- Ability to shape and develop students' language and communicative skills and abilities.” [6].

In our opinion, in order to develop and shape students' language and communicative skills and abilities, a teacher should possess rhetorical competence. Providing quality educational services requires not only possessing information and the ability to process it but also delivering it effectively to education recipients.

Literature review. The relevance of developing rhetorical competence is evidenced by numerous works of contemporary Ukrainian scholars, including: H. Sagach, who has developed the theoretical and methodological foundations for the development of rhetoric and eloquence in the modern stage of functioning; L. Matsko and O. Matsko, who have examined the subject of rhetoric, the main content of concepts, and all sections of classical rhetoric; M. Pentyliuk, who has substantiated the theoretical and practical foundations of rhetoric and the laws of rhetorical activity in a series of scientific works; N. Holub, who explores the problem of forming rhetorical competence in future educators; V. Nyscheta, who studies the principles of studying rhetoric and the rhetorization of the educational space of modern schools in the context of a competency-based (life-creative) approach; T. Konivitska, whose dissertation research is dedicated to the problem of forming rhetorical competence in future psychologists in educational institutions; O. Kyrylchuk, who investigates the development of rhetorical culture among high school students during the study of humanities subjects; and O. Kucheruk, who explores the development of rhetorical competence in philology students through rhetorical education.

Aims. The purpose of the article is to substantiate the theoretical foundations for the development of rhetorical competence among future educators in the context of professional training, using a competency-based approach.

Methodology. The research on the issue of rhetorical competence among future educators was conducted using theoretical research methods, including comparative analysis of scientific publications, psychological-pedagogical and methodological literature, and the experience of pedagogical and scientific-educational staff in higher education institutions to determine the current state and prospects of the researched problem. Structural analysis, systematization, and classification were employed to organize and categorize the theoretical materials related to the research problem.

Results. The issue of developing rhetorical competence among future teachers is at the forefront of comprehensive research on teacher professional preparation conducted based on a competency-based approach. Therefore, first and foremost, let us consider scholars' perspectives on the essence of the competency-based approach.

The Law of Ukraine "On Higher Education" states that "competence is a dynamic combination of knowledge, skills, and practical abilities, modes of thinking, professional, worldview, and civic traits, moral and ethical values, which determine a person's ability to successfully perform professional and further educational activities and are the result of education at a certain level of higher education." [8].

According to K. Rudnytska, the competency-based approach "shifts the focus from the process of accumulating normative-defined knowledge, skills, and abilities of future professionals towards the formation and development of the ability to practically act and creatively apply acquired knowledge and experience in different situations. This requires the teacher to shift the emphasis in their educational and upbringing activities from informational to organizational and managerial aspects" [9, p. 241]. In other words, within the framework of the competency-based approach, the teacher's task is to create an educational environment in which the learner transitions from passive acquisition of knowledge, skills, and abilities to active, independent, and self-educating research-oriented activities.

We agree with the opinion of O. Dubaseniuk, who argues that the competency-based approach is "aimed at professional competence as a quality of the future teacher/professional's personality, which characterizes their level of integration both in the professional environment and in various social contexts, involving the performance of different social roles" [1, p. 107]. In the structure of professional competence, the researcher identifies the following components: theoretical, methodological, and professional competence; socio-pedagogical, differential-psychological, and auto-psychological competences. Based on this, we consider the term "professional competence" as a combination of integrated knowledge, skills, experience, and personal qualities that enable professionals to effectively design and implement their professional activities, in other words, to achieve professional realization.

Among all the teacher's competencies, rhetorical competence assumes particular significance, as during the period of distance learning and in the era of pervasive computerization and digitalization, the ability to communicate in various communication situations and formats (from dialogues to mass and intercultural communication) becomes increasingly relevant. Accordingly, the development of rhetorical competence provides significant advantages in professional prospects and the competitiveness of the professional, as knowledge of rhetoric and the skillful mastery of language undoubtedly form the foundation of erudition and professionalism.

After summarizing the views of scholars on the concept of "rhetorical competence," we consider that the aforementioned competence of future teachers is an important component of their preparation in higher education institutions. It involves the ability to effectively shape communicative strategies, formulate thoughts

logically and clearly, communicate skillfully, utilize rhetorical devices, and develop an individual oratorical style. Professional-rhetorical activities of educators encompass adhering to the norms of literary language and professional speech culture, employing techniques of professional communication, proficiently employing non-verbal communication, and observing ethical standards in professional communication, among other aspects.

The formation of rhetorical competence among future educators cannot be achieved through the study of a single subject. The systematic manifestation of rhetorical abilities is developed through the comprehensive application of acquired knowledge, skills, and experience during the study of a series of disciplines in general and professional education. In the context of developing rhetorical competence in higher pedagogical institutions, this includes the Ukrainian language with a professional focus, pedagogy, psychology, pedagogical skills, introduction to the profession, and other related subjects. The acquisition of integrated social and humanitarian disciplines such as philosophy, logic, ethics, aesthetics, cultural studies, and others also contributes to the development of rhetorical competence among future educators.

Discussion. In the educational process of future educators, it is advisable to implement measures aimed at developing rhetorical competence. These measures may include project-based technologies, training sessions, masterclasses on the fundamentals of public speaking, self-motivation techniques, discussions, role-playing rhetorical improvisation games, and rhetorical exercises for mastering language techniques (such as diction, voice projection, proper breathing, intonation). These activities will contribute to the development of highly skilled educators capable of professionally addressing a range of tasks, including:

- “overcoming communication barriers and, as a result, developing interpersonal skills and creating a psychologically comfortable communicative interaction;
- developing skills in conducting conversations as the primary form of dialogical communication;
- mastering verbal and non-verbal means of communication;
- acquisition of not only communication methods but also tools of influencing the consciousness and subconsciousness of an individual;
- development of the art of presentation and self-presentation, training activities, and public speaking, etc.” [2, p. 121].
- According to T. Konivitska, the aforementioned forms and methods of preparing future educators will enable them to learn:
- “to adhere to the rules of communication, that is, to express their thoughts effectively and clearly;
- the ability to listen and hear;
- to refrain from judging the individual (partner, client, or audience), to have a tolerant attitude towards the person, not to demean their dignity, and to provide support;
- speech techniques and their adjustment (voice control, intonation) according to the speech situations;

- adhering to all norms and etiquette of nonverbal behavior (appropriate gestures, facial expressions, maintaining eye contact with the client, audience);
- observing appropriate spatial organization and distance (proxemics) during communication, etc;
- using influence and persuasion effectively and persuasively, taking into account the value of the individual;
- understanding the aspects of manipulation but refraining from using them in professional practice;
- adhering to the norms and rules of public speaking (presenting one's ideas in accordance with proper etiquette, demonstrating tolerance towards the audience), etc." [3].

Conclusions. Thus, the formation of rhetorical competence in future educators occurs through their mastery of rhetorical knowledge, skills, and abilities, the development of appropriate values orientations, and the acquisition of practical experience in communicative activities. This process is only possible through the combination of theoretical and practical components. In our opinion, the formation of rhetorical competence in future educators should take place both during direct education in higher pedagogical institutions, where general and professional disciplines are studied, and through self-development and self-education.

Perspectives for further scientific research lie in the improvement of the process of developing rhetorical competence in future teachers through the development, enhancement, and application of relevant electronic educational resources in higher pedagogical institutions.

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WAYS OF IMPROVING THE CONTENT OF MODERN UKRAINIAN LITERATURE TEXTBOOKS CONSIDERING CONSTRUCTIVE HISTORICAL ACHIEVEMENTS

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Citation:

Osipenko, N., & Yovenko, L. (2023). Ways of improving the content of modern Ukrainian literature textbooks considering constructive historical achievements. *Pedagogy and Education Management Review*, (2), 40–48. <https://doi.org/10.36690/2733-2039-2023-2-40-48>

Received: June 04, 2023

Approved: June 20, 2023

Published: June 22, 2023



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Abstract. The article is devoted to finding effective ways to improve the content of modern textbooks on Ukrainian literature. The need to introduce the experience of teaching Ukrainian literature of previous historical periods, which provided for the widespread use in the educational process of the concept of the hero as an example to follow, a means of forming patriotism, moral and ethical values of the Ukrainian nation. The general didactic and specific requirements to the modern textbook on the Ukrainian literature are investigated, the most necessary conditions for creation of new textbooks are defined (high-content art texts making the real spiritual heritage of national culture, aesthetic and moral and ethical weight, because the emotional perception of the artistic image has a significant impact on the reader). The peculiarities of interpretation of images of heroes of folklore and literary works in critical and didactic articles of modern textbooks for primary school, as well as the task of external independent evaluation of Ukrainian literature in recent years to fill educational material that promotes patriotic and heroic virtues. It is established that the modern education system should promote the national ideology aimed at serving society, the formation of a citizen-democrat, humanist and patriot (one of the means of such activities is a textbook on Ukrainian literature). It is proved that the challenges of time determine the need to create textbooks on Ukrainian literature, which would: contribute to the formation of a thorough system of knowledge in student youth; presented different points of view on the evaluation of works of art and images of heroes; demonstrated the personal beliefs of literary heroes; contained brief historical references to certain events from works of art; popularized the passionate type of the hero as the embodiment of the best features of the national character of the individual.

Keywords: textbook, Ukrainian literature, image of a hero, patriotism, heroism, national ideology.

JEL Classification: I 23, I 29

Formulas: 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 12

Introduction. The analysis of current government documents once again confirms the necessity of implementing the teaching experience of previous historical periods in the instruction of Ukrainian literature. This experience involves the widespread application of the concept of the hero as an example to follow and as a means of fostering patriotism and moral-ethical values of the Ukrainian nation in the educational process. The national hero of the passionate type, devoid of ideological, colorless, and de-nationalized patriotism of the Soviet type, which finds vivid portrayal in literary works, holds special didactic, educational, and methodological value today.

The curriculum for Ukrainian literature, which defines the activities of educators, should correspond to the textbook. The main functions of the textbook include enriching literary knowledge, teaching the analysis of literary works, promoting reflection on the problems within the literary work, and encouraging creativity, among other things.

Literature review. O. Bandura has made a significant contribution to the development of the theory of modern textbook creation. She is the author of works such as "Scientific Foundations of Literature Textbooks (Grades 4-10)" [3] and "School Textbook of Ukrainian Literature" [4]. As a scholar and methodologist, she emphasizes the need for a universal content of textbooks that satisfies the main aspects of literary education in schools. She discusses the content and format of textbooks and anthologies of Ukrainian literature for primary and upper grades, as well as the content and structure of theoretical-literary articles, bibliographic references, methodological tools, techniques for analyzing literary works, the development of oral and written language skills, the connection between teaching literature and the present, interdisciplinary connections, and the structure and artistic-technical design of educational books.

According to the scholar, textbooks on Ukrainian literature should be structured according to "thematic lines" that collectively constitute the process of studying literature in secondary school. These thematic lines include: 1) students acquiring the most important facts about the author's life; 2) presenting the key characteristics of the literary process during the period under study; 3) analytical and synthetic work with the text of a literary work; 4) developing students' skills in school analysis; 5) fostering artistic and logical thinking; 6) enhancing oral communication skills; 7) incorporating a system of written assignments; 8) students mastering basic and essential knowledge of expressive reading theory and developing corresponding skills based on that knowledge; 9) teaching elements of literary theory and equipping students with the ability to apply this knowledge in their language practice; 10) helping students understand the fundamental patterns and trends in the development of literature as a verbal art form; 11) establishing the connection between literature and life; 12) linking the teaching of literature with the contemporary context; 13) emphasizing intra-subject and interdisciplinary connections; 14) fostering students' ability for self-directed learning; 15) providing a system of homework tasks; and 16) incorporating extracurricular and out-of-school activities related to literature [3, p. 13].

In her work "Scientific Foundations of Literature Textbooks (Grades 4-10)" (1978), O. Bandura first formulated requirements for the methodological apparatus of textbooks, which were subsequently improved in accordance with the demands of the time and presented in the research study "School Textbook on Ukrainian Literature" (2001).

The main requirements include: taking into account the logic of the learning process and the subject itself; considering the peculiarities of perception by students of the corresponding age group for various types of educational material (literary, logical); encouraging students to perform various mental operations; stimulating the imagination and creativity of students, enriching their emotions; matching the level of intellectual development and being accessible to students, taking into account their previously acquired skills and abilities to acquire knowledge; determining the number of questions and tasks based on the time allocated for studying a specific material; being part of a

unified system of work, ensuring consistency across all school textbooks on all topics, the combination of which constitutes the process of studying literature in middle school; ensuring the formation in students of a clear, sufficiently comprehensive system of well-understood and firmly assimilated knowledge, which serves as the basis for aesthetic and moral education of a young citizen of independent Ukraine, its worker, and defender [3, p. 30].

Aims. The main aim of this study is to outline the ways to improve the content of modern textbooks, taking into account the teaching experience of Ukrainian literature from previous historical periods, particularly the wider application of the concept of a hero as an example for emulation and a means of shaping patriotism and moral-ethical values of the Ukrainian nation within the educational process.

Methods. The main methods that were used in the research are: methods of comparative analysis, didactic methods and techniques, analysis and synthesis, as well as generalization.

Results. Today, the Ukrainian literature textbook plays a significantly smaller role compared to other subjects, as the priority is given not to the educational text, but to the literary text, which is intended for individual interpretation. As noted by B. Stepanyshyn, "a semi-fictional form of the school textbook on literature would ensure its readability. In addition to being scientific and truthful, it should undoubtedly be popular, captivating, written in the form of an imaginary literary journey, an associative narrative, a problem-oriented exposition, or a series of sketches" [11, p. 49].

General didactic and specific requirements for a modern Ukrainian literature textbook are highlighted by the contemporary renowned methodologist H. Tokman. The general didactic requirements include: compliance of the content with the level of contemporary science; correspondence of the content and presentation form to the child's age characteristics; systematic and sequential presentation (progressing from the known to the unknown, from the simple to the complex); stimulating students' interest in knowledge and independent exploration; precision, simplicity, and liveliness of language; implementation of educational objectives.

Specific requirements for a literature textbook are determined by the artistic nature of the subject of study and the personal perception and interpretation of the literary work. These requirements include: the presence of a national idea, convincing students of the talent of the Ukrainian people, the richness, spirituality, and aesthetic qualities of national literature; selection of scientific information taking into account both academic interpretations of the work and partially new interpretations, which stimulate independent thinking; dialogical exploration of the writer's biography and their works, involving information from cultural history, philosophy, and psychology; presenting each writer not as a canonized classic, but as an individual. The textbook should help students understand the artist in the conditions in which they created; reflecting the Ukrainian literary process as a whole, regardless of whether the artists lived in Ukraine or in emigration; using a narrative, descriptive, associative, and captivating style in presenting educational material; quality illustrations.

The methodological apparatus of a modern textbook should be aimed at "developing the student's creative abilities and their emotional-value sphere" [9, p. 7].

The development of the student's emotional-value sphere is facilitated by the following: the use of phonograph recordings of folk songs and examples of domestic and world classical music, in accordance with the content of the textbook; reproductions of paintings and artistic illustrations; inclusion of texts of high aesthetic and moral-ethical value in textbooks, as well as tasks that involve active engagement of students in diverse analysis and interested discussion of the information contained therein; organization of students' understanding of the life paths and personal qualities of the most prominent figures in national and world history and culture; the use of characters who exemplify expressive and personal attitudes towards the surrounding world in textbooks [9, p. 7].

O. Savchenko identified the main functions of a textbook that contribute to the reader's competence of the student, which include: informational, motivational, educational, developmental, and she adds two more - technological (which enables the creation of task systems that promote the development of students' reading competence, management of processes of understanding the text by students, formation of skills in analysis, comparison, generalization, establishing cause-and-effect relationships, formation of project activity experience, etc.) and illustrative (which teaches working with symbolic information, provides developmental and stimulating influence on the development of students' reading competences, motivates them for educational-cognitive activities) [8, pp. 208-209].

The researcher identified principles on which a modern textbook on Ukrainian literature should be based, including: the multi-component nature of the reading content; selection of works whose content has a significant educational impact on the reader; works with significant informational potential and works that contribute to students' motivation for self-education and self-development [8, p. 209].

Taking into account the aforementioned points, we believe that the most crucial condition for creating new textbooks should be the inclusion of highly meaningful literary texts that represent true spiritual treasures of national culture, possessing aesthetic and moral-ethical weight, and contributing to the formation of a sense of patriotism. The analysis of character images holds significant importance, as the emotional perception of a fictional character exerts a substantial influence on the reader.

These criteria are precisely taken into account in the textbook "Ukrainian Literature" for the 5th grade by R. Movchan (Kyiv, 2006), where students are introduced to fairy tales such as "Krasny Ivan and the Enchanted City," "The Firebird and the Wolf," and short stories like A. Lototsky's "Mykhailo the Seven-Year-Old," I. Lypa's "The Twins," O. Olesa's "Mykita Kozhumiya," I. Nechuy-Levytsky's "The Cossacks," and O. Senatovych's "Maly Viz." The accompanying tasks and questions aim at developing critical thinking, attentive reading, summarizing the material, as well as highlighting the best qualities of individuals and the characteristics of the Ukrainian national hero [7]. A significant portion of the literary works included in the textbook is oriented towards fostering strong patriotic sentiments, cultivating virtues of a well-rounded personality, and nurturing the capacity for heroic deeds in the name of the homeland and the nation.

The textbook for the 5th grade now includes folk tales with heroic themes, such as "Admission to the Zaporozhian Cossacks" and "Oh Moroze-Morozenko," which provide

an understanding of the virtues of knights celebrated in folklore. The historical past of our people is presented in the textbook through excerpts from "The Tale of Bygone Years," which depict the heroism of princes Sviatoslav, Yaroslav, warriors, and others. The reflective tasks aim to guide children in understanding the key characteristics of the national hero and the qualities of a well-rounded individual during the period of Kyivan Rus. The main character of the fairy tale "Mykita Kozhummyaka" is revealed to the students as a defender of public interests, a person with extraordinary strength and bravery [6].

The textbook for the 6th grade (Movchan R., 2006) introduces students to the beauty of Ukrainian folk songs and the fundamental philosophical categories: World, Earth, Field, Temple, Father and Mother, along with family and calendar rituals of Ukrainians.

The material of the textbook is divided into several thematic sections that familiarize students with the ancient history of Ukraine, the life and struggle of the Ukrainian people for freedom. This helps to foster patriotic sentiments, an understanding of the beauty of folk art, and instills respect and love for the native language. "Before the reader stands a great, beautiful, and mysterious world that exists only in childhood. It is filled with boundless kindness, humor, love, and humanity, and unique family warmth. From such a world of their childhood, a person draws strength and courage for further life, which awaits them with many challenging trials" [7, p. 93].

In the textbook for 7th grade, edition 2016, folk songs are presented as a special source of spirituality, love, national self-awareness, while Cossack folklore is interpreted as an embodiment of patriotic sentiments, evidence of readiness to defend the Motherland, and exemplifies the exploits of Ukrainian knights and the high moral culture of Ukrainians. The author of the textbook draws students' attention to the significant patriotic pathos of the song "Oy na hori ta zhenetsi zhnut" (Oh, on the mountain, reapers are harvesting), which is filled with "great respect for the Cossacks and leaders of the Zaporozhian Army - hetmans, who became true national heroes. In the work, their images are glorified and poetized, and every detail emphasizes their loyalty to the knightly oath. The exceptional role played by the Cossacks in the history of Ukraine is emphasized" [7, p. 20]. The importance of Cossack songs in the spiritual upbringing of contemporary Ukraine is also highlighted. It is commendable that creative tasks for the section "From the Song Treasures" are designed for a deeper understanding of information about the heroes of our land. In particular, students are encouraged to select reproductions of paintings dedicated to the history of Ukrainian Cossacks, hetmans of Ukraine, and special events in the life of the Zaporozhians; compile a special explanatory dictionary of Cossack equipment, clothing, and weapons; prepare essays and presentations about Petro Doroshenko and Petro Sahaidachny, highlighting their heroic deeds; organize a thematic evening with performances of Cossack songs and a presentation of the collected material, dedicated to our ancestors, and so on.

The textbook provides information about heroic-romantic novels, where the romantic hero is portrayed as a character "built on the principle of sharp contrast with the traits of an average contemporary, that is, a person with high spiritual aspirations, strong character, capable of extraordinary deeds. The heroes of romantic works are exceptional

individuals who, in the name of a lofty goal, overcome all obstacles, disregard dangers to their own lives, selflessly defend their loved ones, and all those who suffer and need help" [7, p. 98].

In the textbook for 8th grade (2008 edition), a significant portion of the material has a patriotic focus. While studying epic poems and historical songs, students are encouraged to characterize their favorite image of a historical figure, a knight-defender of the native land, as created by the collective imagination in historical songs. The set of tasks for these sections aims to develop the ability to express judgments about why the people immortalize the names of their heroes and to comprehend the main virtues of their heroic ancestors (chivalry, bravery, physical and spiritual strength) [2, p. 23]. The role of folklore in shaping one's personality and fostering the best moral qualities in people today is emphasized.

The individual research tasks for the poem "The Tale of Igor's Campaign" are aimed at shaping in the younger generation eternal universal values such as love for the native land, patriotism, faithfulness in love, and respect for folk traditions.

During the analysis of V. Samiilenko's poem "Patriots," the focus is placed on the traits of true patriotism, while condemning empty "chatter" of so-called "self-proclaimed patriots" and the like.

In 2016, a new textbook titled "Ukrainian Literature" for 8th grade was introduced, which corresponds to the new requirements for teaching the discipline in schools. The content of the textbook underwent changes. Unfortunately, "The Tale of Igor's Campaign" was removed from the textbook, and instead, a section titled "From Contemporary Ukrainian Poetry (late 20th - early 21st century)" was introduced. This section includes works by V. Herasymiuk such as "Dance from the Depths of Centuries" and "Men's Dance," which were previously studied in 7th grade, as well as A. Moisiienko's "October Yellow Acorns," I. Pavliuk's "The Girl," H. Kirpa's "My Angel is So Small," and "When It's Dark Night to You." The content of the section "From Ukrainian Prose" underwent significant changes, with the removal of works by O. Nazaruk and the introduction of O. Dovzhenko's "Night Before the Battle," N. Bichui's "Slavko Burchak's Sword," and Yu. Vynnychuk's "A Place for the Dragon." These mentioned works are rich in heroic themes and also depict the lives of adolescents, teaching them kindness, sincerity, and humanity in their relationships with both people and animals, as well as with nature.

The interpretation of character images in textbooks by other authors in 2016 does not differ from the analyzed one [5; 6; 7; 9;10;12].

In the textbook for 9th grade, there are critical articles about "The Tale of Bygone Years," the works of I. Vyshensky, and the Cossack Chronicles provide brief information about the heroic past of our people, the bravery of Rus' princes, and so on.

The subsection dedicated to the works of H. Skovoroda highlights the ideal of a philosopher through the citation of fragments from his fables. The lyrical hero of the poem "To Every City - Tradition and Rights" is characterized as a wise individual with a pure conscience and thoughts. The textbook cites the poem "De Libertate" ("About Freedom") as an example of high patriotic lyrics, where the lyrical hero is portrayed as a

supporter of freedom who "rejects comparing this human good to gold" [1, p. 87]. B. Khmelnytsky is referred to as a symbol of freedom, glorified by H. Skovoroda.

The philosophical legacy of the artist received a diametrically opposite evaluation compared to the textbooks of the Soviet era. O. Avramenko and H. Dmytrenko view it not as a "gloomy world of church dogmas and rituals" but as a "realm of renewed truths, critical reason, and enlightened spirit," where "the spirit of man is cheerful, thoughts are calm, and the heart is peaceful" [1, p. 89]. The authors emphasize the importance of the concept of God and God's wisdom, highlighting the meaning of the concept of "happiness" in the philosopher's legacy and his interpretation of humans as the highest and most beautiful creation of God, who can attain happiness only through self-knowledge [1, p. 90].

The poem "Eneida" by I. Kotliarevsky is interpreted in the textbook as a source of social and moral-ethical problems, among which the most prominent are the defense of the native land against enemies, a sense of civic duty, upbringing of children, the affirmation of human virtues, and the depiction of human flaws. The main character of the poem is portrayed in a positive context in the final parts of the poem, which depict scenes of war: "He is clever, friendly, handsome, and agile, easily getting along with people. As the leader of the Trojans, Aeneas is demanding and strict, but kind and just, constantly caring for his warriors and grieving for the fallen" [1, p. 113]. Therefore, the character of the poem is delineated as a brave, courageous, skillful, and physically accomplished individual.

When examining Taras Shevchenko's poem "Haidamaky," the authors of the textbook emphasize the heroism of the Ukrainian insurgent people, which is exemplified in the images of national heroes such as Yarema, Honta, Zalizniak, Volokh, the kobzar, and the Zaporozhian Cossack, among others. Ivan Honta is presented in the critical materials as an embodiment of the ideal patriotic hero who sacrifices the most precious things for the sake of loyalty to his oath and the ideals of the uprising.

During the study of the poet's creative legacy, students become acquainted with the concept of the "lyrical hero" and analyze the artist's works through the prism of the lyrical hero, who is often likened to the author and embodies his aesthetic ideal.

The critical materials provide a new explanation of Taras Shevchenko's attitude towards religion, interpreting specific words of the artist about prayer and his relationship with God, emphasizing his religiousness: "My only solace now is the Gospel. I read the New Testament with reverent trembling. I read it every day, every hour" [1, p. 250].

The characters of the novel-chronicle "Chorna Rada" by Panteleimon Kulish are examined through the prism of national history, mentality, and character, as embodiments of certain ideas: Yakiv Shram and Ivan Somko represent the idea of Ukrainian statehood; the Kobzar and the Divine Man embody moral purity, spiritual self-improvement, and are elevated to the image of the prophet from Walter Scott's works and Perebend from Taras Shevchenko's works; Kyrylo Tur represents the embodiment of Zaporizhian freedom, Cossack chivalry, and living according to the dictates of the heart; Cherevan symbolizes a happy and prosperous life in a rural homestead; Lesya and Petro Shram represent a family idyll that symbolizes faith in the

indestructibility of Ukrainians and Ukraine. The Ukrainian nature of the characters in the work is emphasized as they sing folk songs, creating a corresponding atmosphere ranging from heroic and solemn to dreamy-romantic and humorous-entertaining.

The significance of the novel in Ukrainian literature is emphasized by Borys Hrinchenko's words that this work is a melancholy and longing "for better times, for the desire to break free from bondage, in that surge towards heroic deeds that awaken in the Ukrainian reader under the influence of 'Chorna Rada'" [1, p. 267].

The literature of the 20th century is represented in the textbook through the works of I. Bagryany ("Tigrolovi"), I. Lypa (Prichchi), and V. Herasymiuk ("Kosmatskyi Uzir," "Cholovychyi Tanets," "Persnyi Snih"). In the works of I. Bagryany, the tragedy of the individual in a totalitarian society is revealed, but literary scholars emphasize the triumph of humanity (kindness, compassion, bravery, faith in victory) over the godless and cruel Soviet empire. The main idea of V. Herasymiuk's poems is explained to students as the interconnection of generations, the significance of the spiritual achievements of previous generations for contemporary people, the necessity of unity with the native land, which gives strength to create the future of the state.

Thus, modern textbooks on Ukrainian literature include the best examples of national cultural heritage, rich in moral, ethical, and patriotic content. Research has shown that the national folklore heritage and its heroes continue to play a significant didactic and educational role in developing critical thinking, a high level of patriotism, and individual heroic qualities in students. The interpretation of the hero in critical articles is aimed at the emotional perception of the artistic image by the reader and a better understanding of the work. It is necessary to strengthen the educational tasks of textbooks on Ukrainian literature, which should be fulfilled during students' study of ancient literature and works of the 20th century. The pedagogical potential of the heroes of these works has not been sufficiently explored in the critical articles of current textbooks.

Discussion. It is quite evident that the primary task of modern educational practice is to promote the national ideology of serving the Motherland, a necessity emphasized by M. Hrushevsky, H. Vashchenko, V. Vynnychenko, I. Kotliarevsky, P. Kulish, H. Skovoroda, I. Franko, T. Shevchenko, and others. The idea of an independent, highly civilized, strong, democratic state, where the free development of individuals and society takes place, should be reflected in the process of creating school textbooks, especially those on Ukrainian literature, which would fully disseminate the national ideology aimed at serving an independent Ukraine, creating a free society, and shaping citizens who are democrats, humanists, and patriots.

Taking the above into account, the ideological and moral component of a modern textbook on Ukrainian literature, in our opinion, should meet the following requirements: contribute to the formation of a solid knowledge base in young students as a foundation for patriotic, civic, aesthetic, moral, and vocational education; present various interpretations of literary works and character portrayals, as well as provide materials for discussions that enable students to draw their own conclusions and judgments; demonstrate diverse perspectives of literary characters; include historical documents that explain unclear fragments from literary works; popularize the passionate

type of hero as an embodiment of the best qualities of the national character, someone who overcomes any obstacles for a noble cause, disregards dangers, and selflessly defends the Motherland and its people.

Conclusion. Thus, in 21st-century textbooks on Ukrainian literature, the didactic and methodological apparatus is aimed at the emotional perception of the artistic image by the reader, better assimilation of the work, and understanding of the traits of the national character of the hero – a fighter for Ukraine's independence.

The modern education system should promote a national ideology aimed at serving society and shaping citizens who are democrats, humanists, and patriots. One of the means of such activity is a textbook on Ukrainian literature. The challenges of our time necessitate the creation of textbooks on Ukrainian literature that: contribute to the formation of a solid knowledge base in young students; present different perspectives on the evaluation of literary works and character portrayals; demonstrate the personal convictions of literary characters; include brief historical background information on events depicted in literary works; popularize the passionate type of hero as an embodiment of the best qualities of the national character.

The conducted research does not claim to be exhaustive in addressing the issue. Further development requires the use of innovative teaching technologies in the study of works with a heroic content in general secondary education institutions.

Author contributions. The authors contributed equally.

Disclosure statement. The authors do not have any conflict of interest.

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DEVELOPMENT OF FOREIGN PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS

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Citation:

Bondar, G., & Pavliuk, V. (2023). Development of foreign professional competence of future specialists in non-linguistic higher education institutions. *Pedagogy and Education Management Review*, (2), 49–53. <https://doi.org/10.36690/2733-2039-2023-2-49-53>

Received: June 04, 2023

Approved: June 21, 2023

Published: June 22, 2023



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Abstract. The present study discusses the peculiarities of developing foreign language professional competence of future specialists in a non-linguistic higher education institution. Purpose of the article is to examine the peculiarities of developing foreign language professional competence of future specialists in a non-linguistic higher education institution. The research used methods of comparative analysis, didactic methods and techniques, analysis and synthesis, as well as generalization. An analysis of recent publications on the topic has been conducted, revealing the specific features of foreign language professional competence of future specialists in a non-linguistic higher education institution. The article characterizes the specificity of foreign language professional competence of future specialists in a non-linguistic higher education institution. The main ways of developing teachers' professional competence are outlined, including work in methodological associations and creative groups, research and experimental activities, innovative activities and the acquisition of new pedagogical technologies, various forms of pedagogical support, active participation in educational competitions, workshops, forums, and festivals, synthesis of their own pedagogical experience, and the use of information and communication technologies. It is determined that the development of foreign language professional competence involves the development of creative individuality, the formation of sensitivity to pedagogical innovations, and the ability to adapt in a changing educational environment.

Keywords: foreign language, professional competence, future specialist, teacher, higher education institution, higher professional education.

JEL Classification: I 23, I 29

Formulas: 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 6

Introduction. The system of preparing future professionals for work in today's conditions should not only involve the development of skills to address the tasks that professionals face today but also the ability to enhance the knowledge acquired during the learning period to address future challenges that will arise in their professional activities. In order to achieve this, it is necessary, first and foremost, to be prepared to tackle these new tasks and be willing to learn how to address them if the need arises.

Today, the process of integration into the global education system requires, above all, the development of readiness of professionals to carry out their professional activities through language cooperation with representatives of other societies. Without competent proficiency in a professional foreign language, such cooperation is not feasible.

Therefore, in accordance with the current demands, higher professional education sets its main goal as the preparation of a competent, successful, and competitive specialist who possesses key general cultural and professional competencies, skills, and knowledge, and is socially and professionally mobile, ready for changes in life and professional activities [1, 2, 4].

The foreign language professional competence of a specialist holds significant importance within the structure of such preparation, and its formation requires the improvement of the content, forms, and methods of language training in higher education institutions.

Literature review. The relevance of the problem of improving the effectiveness of professional training of specialists compels researchers to increasingly seek optimal solutions.

The works that investigated the problem of improving foreign language training for specialists of various professional orientations were of great importance for our research. Specifically, the psychological aspects of developing communicative competence were explored by Kuzmina N., Petrovska L., Bodaleva A., Chepelieva N., Birkun L., Vyshnevsky O., Siryk T., and others. The essence and structure of foreign language professional communicative competence were studied by Gez N., Arkhipova G., Pavlenko O., Fedorenko Y., Chernova N.

The question of professional development of students in the field of pedagogical education was addressed by Ribal'ka V., Bodalov A., Bozhovich L., Kon I., Markova A., Mitina L., Podolyak L., Yurchenko V., Kozyrev M., Kozlovska Yu., Pavlyuk M., Yevdokimova O., Alekseeva T., Orlov V.

At the same time, the analysis of publications indicates that despite the extensive study of theoretical and practical aspects of language training for professionals, the problem of developing foreign language professional competence of future teachers in non-linguistic higher education institutions is not sufficiently explored in the scientific literature.

The issue of developing foreign language professional competence of future teachers in non-linguistic higher education institutions requires special attention and separate scientific research.

Aims. Purpose of the article is to examine the peculiarities of developing foreign language professional competence of future specialists in a non-linguistic higher education institution.

Methods. The research used methods of comparative analysis, didactic methods and techniques, analysis and synthesis, as well as generalization.

Results. Today, knowledge of a foreign language is a significant advantage both in terms of career prospects and personal development. The great Goethe once said that a person who does not know a foreign language understands nothing, not even their own language.

Already today, speakers of different languages who share a profession or work in the same field are more likely to find a common language than compatriots who speak the same language but live in different social conditions or work in different professional spheres.

According to employers in various sectors of the economy, foreign language proficiency ranks second among the requirements they place on graduates of higher education institutions, second only to professional knowledge and skills, and surpassing computer literacy. Proficiency in one or two foreign languages significantly enhances the competitiveness of graduates in today's job market [3].

Therefore, foreign language education is placed on par with professional education, integrated with it, and significantly influences the success and competitiveness of individuals who graduate from secondary schools and higher education institutions in the job market.

The significant expansion of practical use of a foreign language makes it a tool for optimizing the professional activities of highly skilled professionals.

The development of foreign language professional competence is the development of creative individuality, the formation of sensitivity to pedagogical innovations, and the ability to adapt in a changing educational environment.

Teacher professional competence is a combination of professional and personal qualities necessary for successful pedagogical activity. A teacher can be considered professionally competent when they perform pedagogical activities and interactions at a sufficiently high level, achieve consistently high results in teaching and student development.

Currently, it is more appropriate to consider as competent not the expert who possesses encyclopedic knowledge, but rather the person who knows how to apply knowledge in real-life situations.

The professional of the 21st century is knowledgeable, easily navigates the field of domestic and foreign scientific achievements, possesses professional foreign language skills, constantly improves their expertise, is ready to resume learning at any time, capable of dialogue, tolerance, and respect for representatives of other cultures, develops their linguistic personality, and is prepared to utilize foreign language in their professional activities.

Accordingly, there is no doubt that a higher education professional should possess at least one foreign language. By language proficiency, guided by the State Educational Standard, we understand the ability to comprehend oral speech in a foreign language, engage in dialogues and conversations in a foreign language, deliver presentations on professional topics, read and understand professional literature without translation, and be able to write business documents.

The formation of foreign language communicative competence, readiness for real communication in a foreign language, and the establishment of a foundation for successful further language learning are the main objectives of foreign language education at the present stage.

These tasks are exactly what foreign language faculty members, who work at language departments, are faced with.

However, today there is a paradoxical situation in higher education institutions: the library collection is rich in new and excellent textbooks and teaching materials from foreign and Ukrainian publishers, there are videos, computer programs, but the quality of students' knowledge leaves much to be desired.

This can be explained by several reasons, namely: the student believes that they do not need a foreign language in their field of study at the higher education institution; the student has developed a persistent "immunity" - "I have been studying English for many years and haven't learned anything, I won't learn anything in the higher education institution either"; there are students who demand something completely different from the teacher than what is required by the educational program provided by the faculty or department.

Therefore, the teaching of a foreign language should be freed from dogmatism and schematism, from a mere collection of grammar and spelling rules. It should transform into a foundation for the development of a creative linguistic personality and assist the student in navigating the variety of language styles and textual richness.

In summary, it can be concluded that today there is a growing contradiction between the increasing demands of practice and the low readiness of professionals in non-linguistic higher education institutions to use a foreign language as a means of communication. This contradiction is deepening due to the specificity of training future professionals in non-linguistic higher education institutions.

During the process of learning a foreign language, professionals do not become familiar with the overall picture of their future professional activities related to the practical use of the language being studied.

Insufficient technical equipment in the educational process does not always allow the teacher to effectively utilize modern teaching methodologies for foreign language instruction, which involve the use of audiovisual aids and computers. This hampers the quality of education by limiting the ability to differentiate and individualize the teaching and learning process.

Despite the pronounced trend of professionalization in teaching foreign languages at language-oriented higher education institutions, the instruction is effectively conducted separately from the development of future professionals' vocational competence. The foreign language professional competence of a specialist is mainly demonstrated as the ability to engage in communicative language behavior in accordance with the tasks of hypothetical situations of foreign language communication.

There are various approaches to assessing a teacher's readiness for professional activities. The approach that resonates most with us is the one in which the teacher's level of preparation is determined by their ability to solve a system of tasks that ensure successful professional performance. The main goal of the methodological system for preparing future teachers is to cultivate in them a methodological approach to selecting and utilizing the opportunities of the new educational environment in order to achieve pedagogically significant outcomes, while ensuring accessibility, improving quality, and enhancing the effectiveness of the teaching and learning process.

Discussion. According to the requirements of the present, the main ways to develop a teacher's professional competence can be identified: working in methodological associations and creative groups, engaging in research and experimental activities, innovative practices, mastering new pedagogical

technologies, utilizing various forms of pedagogical support, actively participating in educational competitions, workshops, forums, and festivals, reflecting on their own pedagogical experience, and utilizing information and communication technologies.

As an active user of internet resources, a teacher has the opportunity to enhance their professional competence by participating in various international Olympiads and competitions for educators. However, none of the mentioned methods will be effective if the teacher themselves do not recognize the need to enhance their own professional competence.

Therefore, it is difficult to deny the fact of reform in higher professional education today. Regardless of one's attitude towards university reforms by the faculty, students, and the public, higher professional education, including university education, can no longer develop within the framework of old paradigms. This fact is explained by the constant expansion of knowledge, the improvement of research methods, and the inevitable interaction of foreign languages with both social and natural sciences.

Conclusions. The obtained results indicate that the conducted research provides an opportunity for constructive resolution of the problem at hand. However, the accumulated theoretical and empirical material requires further development and refinement. Future research directions may include the development of tools, forms, and methods for fostering the professional communicative competence of foreign language teachers during their independent professional activities. The subjects of further investigation could also include exploring the impact of communicative activity on the formation of the future foreign language teacher's personality and even the issue of communicative creativity in future foreign language teachers. Please note that the quality of translation may vary depending on the context and specific terminology used in the field of study.

Author contributions. The authors contributed equally.

Disclosure statement. The authors do not have any conflict of interest.

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MANAGEMENT OF THE TRAINING OF FUTURE SPECIALISTS IN THE CONTEXT OF THE FORMATION OF THEIR LEGAL CULTURE

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Citation:

Pidlisnyi, Y., Honcharuk, V., & Pliushch V. (2023). Management of the training of future specialists in the context of the formation of their legal culture. *Pedagogy and Education Management Review*, (2), 54–63. <https://doi.org/10.36690/2733-2039-2023-2-54-63>

Received: June 06, 2023

Approved: June 21, 2023

Published: June 22, 2023



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Abstract. The article covers modern requirements for the preparation of economists (high professionalism, perfect knowledge of the latest information technologies, high level of intelligence, knowledge, abilities, skills, high level of personality development, professional mobility and adaptation to the world information space). The purpose of the article is to develop a toolkit for training future specialists in the context of the formation of their legal culture. It is disclosed that the specific requirements for employees of the economic sphere are determined by the functional duties of a specialist at a certain workplace. Their differences are determined by different goals and conditions of work. In qualification requirements, these differences are reflected in the three levels of professional training of economists in higher education institutions (the first characterizes knowledge for solving official issues and tasks in accordance with current regulations, instructions, rules; the second requires a specialist's ability and ability in solving professional tasks to put into operation methods of non-standard approaches in accordance with the dynamics of real conditions, the third characterizes the ability of professionals on the basis of the knowledge, skills and skills creatively to solve service issues and the task, to see and formulate new problems, to find the original ways of their solution). It has been established that an important aspect for the professional activity of an economist is analytical (related to research, comprehension and evaluation of certain situations) and practical aspects (making rational decisions and their implementation). The reasons for updating the necessity of changes in the preparation of bachelors (establishing the need to change the strategy and tactics of building basic educational programs and individual educational paths of bachelors in modern high school, a new understanding of the methodological importance of basic disciplines in the field of professional activity and the area of knowledge, etc.) are systematized. It is inserted that along with a set of knowledge, skills, abilities and professional qualities important for an economist, the future specialist should have a certain system of knowledge, skills and qualities related to the solution of legal issues. It is proved that the level of the formation of a legal culture, the personal convictions of future economists depends on the manifestation or absence of manifestation, corporate, and in some cases national interests, which helps economists to influence actively to the historical perspective of the development of their business structure and society as a whole.

Keywords: professional training, legal culture, future economists, peculiarities of legal culture, economic sphere, professional activity of an economist, preparation of bachelors.

JEL Classification: I 23, I 29

Formulas: 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 10

Introduction. Modern economic and legal science is developing and improving in accordance with the objective laws of political and socio-economic development of society, which, in turn, is reflected in the professional training of specialists. This process is complex and dialectically contradictory. At its core lies the necessity of

adjusting the content and methods of education, reorganizing the educational process for students based on the social demand of society.

Literature review. The "Concept of Economic Education Development in Ukraine" defines its goal as the preparation of economists with a modern worldview, professional knowledge of an innovative nature, and skills for their practical application in solving socio-economic problems based on continuous self-education.

Researchers (N. Babkova-Pylypenko, N. Balovsiak, V. Vyshpolska, I. Vlasiuk, Ye. Ivanchenko, R. Kornev, T. Krutous, L. Maksymchuk, V. Parkhomets, O. Yakovenko, R. Bartlett, M. Joseph, P. King, F. Mohsen, P. Saunders, and others) have dedicated their research to the problems of economic education, its peculiarities, and the quality of training students in economic specialties.

N. Rzhavska considers the professional training of future bachelor's degree students in commodity science and trade entrepreneurship as a multifaceted system, consisting of the following components: higher education standards, educational-professional program, curriculum, methods, and pedagogical technologies for organizing the learning process. The content of professional training for future bachelor's degree students in commodity science and trade entrepreneurship should be oriented towards the job market, and the learning outcomes should be aligned with the needs of European and global employers, ensuring the high competitiveness of Ukrainian specialists. The professional training of future bachelor's degree students in commodity science and trade entrepreneurship is an important condition for the country's competitiveness in the global arena.

It refers to the preparation of well-educated, creative, and critically thinking professionals capable of multifaceted and holistic understanding and analysis of complex problems of societal and natural life, and therefore capable of seeking new solutions to urgent issues [7, p. 19].

Aims. The purpose of the article is to develop a toolkit for training future specialists in the context of the formation of their legal culture.

Methodology. Under the influence of modern national requirements, the main qualification requirements for the training of future economists have been formed: high professionalism, excellent command of cutting-edge information technologies, high level of intellect, knowledge, skills, and abilities, advanced personal development, professional mobility, and adaptation to the global information space.

Results. Economic, business, and financial activities require economists to possess knowledge of the fundamentals of commercial and financial-economic activities of enterprises of various profiles, commodity science, pricing and taxation mechanisms, as well as the ability to conduct financial-economic calculations, payment and credit operations, maintain inventory of tangible assets, and perform financial analysis, among others. This list of knowledge and skills is closely related to analytical activities, its information support, and regulatory compliance. Information and the ability to use it are also an integral factor in the professional development of an economist's personality [10, p. 155].

In our opinion, an important characteristic of a bachelor's degree graduate in the field of "Economics" is their competitiveness. Due to the current socio-economic

conditions of market economy in Ukraine, as researched by T. Raspopova, there are characteristics such as rigidity, dynamism, responsibility, risk, competition, complexity of relationships within organizations and information systems. The functions of professional economists are constantly evolving, encompassing organizational and managerial, financial-economic, information research, project, planning and economic, financial-economic, innovative, marketing, diagnostic, and advisory activities [10, p. 76]. This also involves resolving legal, information-analytical, socio-psychological, professional, scientific research, organizational and managerial tasks, and forming a dynamic national economic system. Consequently, the demands for the professional training of future economists are increasing.

A future economist should be prepared to perform professional functions within one of the types of economic activities according to the approved State Consumer Standards (Order dated October 11, 2010, No. 457, with amendments dated November 29, 2010, No. 530) and the national classifier of Ukraine DK 009:2010 "Classification of Types of Economic Activities". These include activities in the field of informatization, research and development, services primarily provided to legal entities, rental services without operational personnel, general state administration in economic and social sectors, activities under state jurisdiction, wholesale trade and intermediary trade, specialized retail trade in computers, standard software and information retrieval devices, public activities, financial activities, and more.

From the provided list, it is evident that higher education should prepare future economists for complex analytical work, forecasting, identifying problems in their development while maintaining a high level of compliance with the law in various, often ambiguous situations. Specific requirements for employees in the economic field are determined by the functional duties of specialists in specific job positions. Their differences are defined by different goals and work conditions. The goals depend on the level of complexity, responsibility, and autonomy of the employee in solving professional tasks. These differences are reflected in the qualification requirements through three levels of professional training for economists in higher education institutions.

The first level is characterized by knowledge necessary for addressing official matters and tasks in accordance with current regulatory acts, instructions, rules, and guidelines. The specialist is expected to apply the knowledge acquired during professional training in their work. Such requirements are imposed on most positions in financial structures of enterprises at the operational level. Creativity in their work is primarily associated with interpersonal interactions with individuals for whom a particular task is performed.

The second level requires the specialist to have the ability and aptitude to apply non-standard approaches in implementing existing methodologies when addressing professional tasks in accordance with the dynamics of real conditions. Here, the acquired knowledge, skills, and abilities are applied with elements of creativity by the employee. Such requirements are typical for most analytical and auditing specialties.

The third level is characterized by the ability of professionals, based on their acquired knowledge, skills, and abilities, to creatively solve work-related issues and

tasks, identify and formulate new problems, and find original ways to address them. Such requirements are typical for financiers, analysts, auditors, who hold responsible positions, as well as for managers of financial and auditing structures.

An economist is obliged to possess a solid theoretical foundation in order to apply the laws of economics and societal development. They should be able to process statistical data and provide accurate interpretations. Moreover, economists should possess not only logical thinking skills but also the talent for extrapolation – extending solutions to future developments, taking into account various temporary and permanent factors. To tackle these tasks, economists must have a well-developed mathematical toolkit. Modern economics differs from the past in another significant aspect. The introduction of information technologies into our lives has inevitably influenced the requirements for economists. Specialized computer programs significantly facilitate the work of economists; however, on the other hand, they demand increased computer literacy.

Discussion. Specialized computer programs are an integral part of the professional activities of economists, and working with them requires not only computer literacy but also the development of IT and information competencies. The results of an analysis of recruitment company websites indicate that candidates for economist positions are expected to have lateral thinking skills, which enable them to "contextualize specific events in economic life within a broader societal framework and provide accurate assessments" [6, p. 489]. This requires a rich general culture shaped by humanities disciplines such as philosophy, political science, and sociology during university education.

A graduate specialist should: have a systemic understanding of the structure and trends of national and global economies; comprehend the diversity of economic processes in the modern world, their interconnection with other societal processes; be able to apply knowledge of finance, money, and credit theory in practical activities; possess knowledge of the fundamentals of monetary and credit regulation, the interrelation between different parts of monetary circulation, monetary and trade turnover, basics of banking and exchange business, organization of taxation and insurance, state and municipal finance; be prepared for professional work in financial and credit institutions, including the foreign economic sphere, capable of working independently in positions that require an analytical approach in non-standard situations; solve non-standard tasks, forecast economic processes in the field of monetary, financial, and credit relations; identify the prospects for the development of financial and credit relations and prospects for their own professional activities; be competitive, possess knowledge in related specializations; be able to organize work on a scientific basis, possess computer methods for information collection, storage, and processing applicable to their professional field, and utilize modern information technologies.

An economist's professional activity involves both analytical and practical aspects. The analytical aspect is related to researching, comprehending, and evaluating specific situations, while the practical aspect involves making rational decisions and implementing them. However, it is important not to overlook the

humanistic component, which serves as a foundational and system-forming element of professionals' understanding in this field. Together, these identified elements ensure the successful execution of professional tasks.

At the same time, the professional activity of an economist is characterized by dynamism, which can be attributed to changes in the economic, social, and political spheres driven by significant advancements in scientific progress and the development of productive forces, requiring rapid response. Based on the above material, it can be concluded that professional activity as a concept is a product of sociogenesis and institutionalization. It reflects a certain intellectual constant of an individual and the status attributed to them, which is embodied in the performance of respective functions and tasks.

The future specialist in economics should be able to forecast market trends, which refers to the economic situation encompassing the relationship between supply and demand, price movements, inventory levels, and other economic phenomena. Analyzing social, psychological, and political factors relevant to professional activities will enable the future specialist in economics to prioritize directions in their professional training. Market relations require modern professionals to possess new qualities such as initiative, foresight, professional mobility, consideration of the experience of developed countries, and adaptability to changing conditions. The actual economic situation in the country necessitates the need to raise the overall level of economic education.

In modern conditions, a specialist in an economic field is a professional who engages in the analysis of financial and economic activities (of companies, industries, etc.) with the aim of improving them. The professional profile of an economic specialist includes a systemic-factorial approach that combines five specific integral factors defining a set of differentiating qualities: adaptive mobility, emotional and business leadership, ability to integrate social functions (roles), sociability, and stress resilience (intellectual, volitional, and emotional) [1, p. 55].

An economic specialist is, to some extent, a psychologist, sociologist, legal expert, and educator. They know how to inspire their colleagues and partners to achieve good results, formulate key goals and tasks that are most relevant at the moment and have legal justification. They serve as examples in their activities and skillfully create an individual image. The main focus of the specialist's creativity is the continuous improvement of professional technology and collaboration with people based on legal culture. Y. Doronina emphasizes the need for continuous study of these matters to enhance one's work style and search for rational forms and methods of team leadership [4, p. 83].

V. Ihnatov identifies specific requirements for the subject, objectives, means, and conditions of work for economists. These requirements are categorized by the author into three groups:

- 1) General requirements for all economists. Since sign systems are the subject of work for all economists, each economist, regardless of their place of work, is required to have an interest in working with abstract numbers, tables, and diagrams; the ability to perceive, systematize, and analyze symbolic information. The purpose of economic

education determines its main tasks: in the field of learning - mastering the fundamentals of knowledge about modern economics, principles, and patterns of its functioning and development by students; in the field of self-awareness - comprehending one's individual economic and social potential, shaping conscious civic economic behavior; in the field of motivation - developing an interest in economic issues, a constant need for civilized entrepreneurship, the ability to design activities that should serve as a means of social protection, professional self-determination, development, and adaptation.

The general content of work for all economists involves studying, processing, and analyzing information presented in an abstract and formalized form: numbers, diagrams, documents using rigidly regulated rules and programs. According to Y. Kavtoriev [3], 1) the main tools of professional activity for an economist (at the bachelor's educational qualification level) include: resolutions, orders, directives, normative and methodological materials on organizing, regulating, and remuneration of labor; technological documentation; normative and methodological materials on developing long-term and annual plans for production, economic, and social activities of the enterprise; normative and methodological materials on technical-economic analysis of the enterprise's performance indicators and its subdivisions; normative and methodological materials on determining the economic efficiency of implementing new equipment and technology, rationalization proposals, and inventions; accounting and reporting forms; labor legislation, and so on.

2) The requirements applicable to all economists are associated with having in-depth knowledge and compliance with legal norms, execution of regulatory acts, instructions, and rules. The work entails the prevention of economic offenses and crimes. The activity is regulated by normative documents that define the official and financial operations of enterprises. Specific requirements are related to the hierarchical structure and professional training.

3) The requirements specific to economists in specialized organizations, such as special units of the armed forces, are determined by the need for analysis and processing of integrated economic and legal issues.

Important non-standard approaches, creative problem-solving, formulation of new problems, and finding original ways to solve them are essential. Adaptability for expert conclusions, professional responsibility, often in dangerous work conditions and extreme service conditions, are characteristic features.

Having summarized the experience of implementing the standards of economic education at the undergraduate level, we have systematized the reasons that necessitate changes in the preparation of bachelor's degree holders. Among them are the establishment of the need to change the strategy and tactics of designing core educational programs and individual learning paths; a new understanding of the methodological significance of fundamental disciplines in the field of professional activity and subject area knowledge; justification for the development of new educational modules, disciplines, and courses (optional components of educational program content) based on integrated knowledge; justification for the development of new assessment methods (new assessment criteria, diagnostic tools), and procedures

for systematic monitoring of the progress of the educational process in preparing bachelors; justification for the creation of new educational and methodological support (educational and methodological complexes for educational disciplines, courses, and practices) that take into account different levels of students' preparedness and methods of delivering and processing educational information.

An analysis of the peculiarities of professional activities of future economists in specific structures of the economic field indicates that alongside a complex of knowledge, skills, abilities, and professional qualities, a prospective economist should possess a certain system of knowledge, skills, and qualities related to addressing legal issues.

The aim of preparing future professionals in the field of economics is to train experts in the analysis of normative legal acts, judicial acts, and other legal regulations in the economic domain. Future economists should be able to relate discussions of economic theory to specific and diverse legal issues, including numerical aspects.

The manifestations of legal culture among economist professionals are associated with the peculiarities of economic activity in a market environment. The modern market is a complex and ambiguous process in which managers, commercial and financial directors, and chief accountants of firms encounter numerous issues related to contract development, the process of their conclusion, as well as the resolution of disputes arising from these contracts during their implementation.

Managers and representatives of legal entities enter into standard contracts among themselves, using texts taken from specialized legal literature, often without delving into the details of the articles' content.

Entrepreneurs sign such contracts quite calmly, believing that the integrity of the parties is more important for fulfilling obligations than legal formalities. It is considered that the two parties to the contract have different goals: one seeks to gain profit, while the other aims for quality work or services and acquiring the necessary goods. Other goals are simply not considered.

However, in the Ukrainian market, there are companies that exploit such a situation. Weak knowledge of contract law, inability to independently develop a specific contract, excessive trust of entrepreneurs — all of this allows these individuals not only to disregard their contractual obligations but also frequently demand significant sums of money from the other party to the contract. This leads to substantial financial losses for entrepreneurs and organizations of various ownership forms, creates problems for further entrepreneurial activities, and sometimes even results in the financial collapse of legal entities. This situation is quite common among companies operating in various industries. Both novice professionals and their experienced colleagues in the market often encounter it.

How to independently draft a contract competently, avoid mistakes in its formation, and resolve economic disputes that arise from business activities with minimal losses to one's business and maximum benefit for oneself—these questions have transitioned from being non-professional matters to becoming professionally significant [4, p. 58].

In our fast-paced world, individuals are sometimes faced with the choice of whether to litigate or not. This question often arises for managers, commercial and financial directors, and professionals of enterprises or organizations. As a rule, managers and representatives of legal entities prefer to resolve these issues amicably. However, this is not always possible. In such cases, the only option left is to resort to the court (arbitration or general jurisdiction). However, the parties to the dispute (plaintiff and defendant) have two different objectives: one seeks the restoration of violated rights and compensation for damages (material and/or moral), while the other aims to prevent the opposing party from winning the case.

While legal culture among individuals is increasing, the number of breached obligations does not decrease. If we add the steady increase in obligations arising from damages, including those affecting enterprises and organizations that are not at fault (such as owners of hazardous sources), it becomes evident that every company sooner or later has to represent its interests in court as a plaintiff, defendant, or third party.

Weak knowledge of managers at all levels of arbitration or civil proceedings, inability to independently represent their interests in an arbitration court or general jurisdiction court - all of this hinders legal entities from defending their lawful interests.

It is extremely common in business for organizations to incur significant financial losses, moral problems for individuals, and sometimes even financial collapse of legal entities due to a lack of understanding of the possibilities of legal problem resolution and unawareness of current changes in legislation.

Therefore, the development of legal culture among future economists becomes the most important component of their training.

The present time imposes high demands on professionals, emphasizing the ability of an employee to assess oneself and the specific situation from a legal perspective, make the right choices, and be entrepreneurial. In other words, professionals in the field of economics with certain "market-oriented" qualities are needed, who possess the fundamentals of legal culture.

The formation of legal culture involves the student's assimilation of not separate, disconnected elements of legal knowledge, skills, and qualities, but the acquisition of a set of educational components that have a personal and active nature. This includes the educational component, which involves the development of the theoretical component of legal competence, providing the future economist with legal knowledge that contributes to the successful organization of professional activities in mountainous regions, forming the basis for the development of contemporary legal thinking and generating legal consciousness acts, i.e., a system of attitudes towards moral and legal norms through the prism of legal understanding as a social phenomenon. It also includes the development of the practical component of legal competence of the future economist, which is primarily determined by a combination of professional skills and abilities that ensure functional readiness to solve legal tasks in mountainous regions. This encompasses information and intellectual, prognostic and projective, organizational and regulatory, educational, reflexive, and emotional-

volitional skills and competencies. Lastly, it involves the development of the personal component of legal competence, which shapes professional and personal qualities such as professional and worldview-related (interest and activity in professional-legal training), professional-behavioral (strict adherence to legal norms), and personally significant (humanistic orientation, adequate self-assessment, etc.) [2, p. 105].

Considering the purpose of economists' activity in society, it can be argued that the manifestation or absence of self-interest, corporate interests, and, in some cases, national interests depends on the level of formation of their legal culture and personal convictions. This enables economists to actively influence the historical perspective of the development of their business structure and society as a whole [5, p. 102, 8-9].

Therefore, we have highlighted the modern requirements for the preparation of economists, which include high professionalism, proficiency in advanced information technologies, high level of intelligence, knowledge, skills, and abilities, personal development, professional mobility, and adaptation to the global information space. The specific requirements for employees in the economic sphere are determined by the functional responsibilities of the specialist in a particular position. These differences are defined by different goals and working conditions. In the qualification requirements, these differences are reflected in three levels of professional training for economists in higher education institutions. The analytical aspect (related to researching, comprehending, and evaluating specific situations) and the practical aspect (making rational decisions and implementing them) are essential for the professional activities of an economist.

The reasons that necessitate changes in the preparation of bachelor's degree programs have been systematized (the need to change the strategy and tactics of developing core educational programs and individual educational paths for bachelors in modern universities; a new understanding of the methodological significance of core disciplines in the field of professional activity and subject area knowledge, etc.). Alongside the complex of knowledge, skills, abilities, and professional qualities important for an economist, a future specialist should possess a certain system of knowledge, skills, and qualities related to addressing legal issues. The manifestation or absence of self-interest, corporate interests, and in some cases, national interests depends on the level of formation of legal culture among future economists.

Conclusion. This article is disclosed that the specific requirements for employees of the economic sphere are determined by the functional duties of a specialist at a certain workplace. It has been established that an important aspect for the professional activity of an economist is analytical (related to research, comprehension and evaluation of certain situations) and practical aspects (making rational decisions and their implementation). The reasons for updating the necessity of changes in the preparation of bachelors (establishing the need to change the strategy and tactics of building basic educational programs and individual educational paths of bachelors in modern high school, a new understanding of the methodological importance of basic disciplines in the field of professional activity and the area of knowledge, etc.) are systematized. It is inserted that along with a set of knowledge, skills, abilities and professional qualities important for an economist, the future

specialist should have a certain system of knowledge, skills and qualities related to the solution of legal issues. It is proved that the level of the formation of a legal culture, the personal convictions of future economists depends on the manifestation or absence of manifestation, corporate, and in some cases national interests, which helps economists to influence actively to the historical perspective of the development of their business structure and society as a whole.

Author contributions. The authors contributed equally.

Disclosure statement. The authors do not have any conflict of interest.

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INDIVIDUAL EDUCATIONAL TRAJECTORY BUILDING AS A SUCCESSFUL TEACHER SKILL IN THE DIGITAL AGE

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Citation:

Yurchenko, A., Mulesa, P., & Semenikhina, O. (2023). Individual educational trajectory building as a successful teacher skill in the digital age. *Pedagogy and Education Management Review*, (2), 64–72. <https://doi.org/10.36690/2733-2039-2023-2-64-72>

Received: June 02, 2023

Approved: June 21, 2023

Published: June 22, 2023



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Abstract. Young people often face the problem of a lack of formed skills in independent learning activities, setting achievable goals, and having the ability to choose methods, forms, and means of training. They often have insufficiently developed the ability to reflect on personal achievements and take responsibility for decisions made. This actualizes the need for individual training and development of their educational path. The article aims to analyze the construction of the IET to realize a particular educational trajectory as a skill of a modern teacher. To achieve the goal, theoretical methods of scientific knowledge were used: terminological analysis to clarify the research thesaurus, content analysis, and detailed comparison of the construction of an individual training plan for implementing a particular educational trajectory. The authors discuss the fragmented nature of scientific findings and their implications for developing a customized curriculum. They introduce the concept of an individual plan and highlight the importance of teachers establishing realistic objectives. The paper offers general recommendations for effectively setting goals when designing a personalized curriculum, suggesting creating a specific educational path. It comprehensively explains the process involved in developing a unique curriculum and implementing a personalized academic trajectory. The authors clearly explain SMART goals, which are defined as specific, measurable, attainable, relevant, and time-bound. They emphasize that SMART goals should include observable indicators, a well-balanced timeframe for achievement, and criteria for assessing student progress. The practical significance of the work is in justifying the recommendation to follow the idea of individualized learning, which will contribute to the formation of skills of independent activity, as well as awareness of learning goals, increasing responsibility for their learning. The article opens directions for further research. These are using digital technologies and tools for individual professional training; implementation of professional development courses for teachers, coaches, and tutors on the development of SMART goals when developing unique training programs or personal development.

Keywords: individual educational trajectory, SMART goals, professional teachers training, teacher learning, digital technology.

JEL Classification: I21, I23, I26, I29

Formulas: 0; **fig.:** 4; **tabl.:** 0; **bibl.:** 31

Introduction. One of the most promising models of individualizing educational activities in the digital age is implementing an individual educational (academic) trajectory (IET) as a model of an asynchronous learning format. Development/selection/tutorship within the IET today is perceived as a specific activity. Still, it is becoming increasingly popular among young people who want to build their career and their future independently but often face problems associated with ignorance of the specifics of the sphere of the chosen future professional activity and the lack of formed skills of independent learning activities, setting achievable goals in their education and their corresponding tasks, ability to select methods, forms, and means of training, the ability to reflect on personal achievements and take responsibility for decisions made.

Literature review. At the end of the XXth century, the issues of humane pedagogy became actualized, which should comprehensively influence the development of individual personality traits through various methods, forms, and means of teaching. Variable education was considered a process focused on expanding the range of human capabilities in choosing a professional (life) path for self-development. It was emphasized that it was not the system of educational institutions that restricts a person's freedom of choice. Still, the person consciously chooses an individual educational path on his interests, desires, and abilities.

The term "individual educational trajectory" has recently been often used in scientific and popular science publications. However, its interpretation remains ambiguous. On the one hand [17], the individual development trajectory is based on the need to adapt to the demands of adults and be creative to find solutions. And at the same time, acquiring new individual experiences (new knowledge, new methods, new actions) is important. In other words, it is essential to form a mechanism for self-organization and self-realization of the individual within the framework of student-centered education. On the other hand, it creates the concept of the individual educational route as an opportunity for pupils/students to master a certain level of education according to a certain pre-developed educational program [5]. Analyzing the interpretation of these and related concepts (personalized learning, individual academic route, individual trajectory), it should be noted that they have a common basis – orientation of content, forms, and teaching methods to students' personal qualities and, to a greater extent, self-learning.

The need for individualization and variability of the educational process is mentioned in regulatory documents (the Law of Ukraine "On Education," 2017; the Law of Ukraine "On Higher Education," 2014; Concept New Ukrainian School, 2016; Concept of Teacher Education, 2018), and the works of various scientists-teachers. Analysis of scientific and pedagogical literature [1; 3; 23; 26] identified several directions for the implementation of an individual educational trajectory: substantive, activity and organizational (Fig. 1).

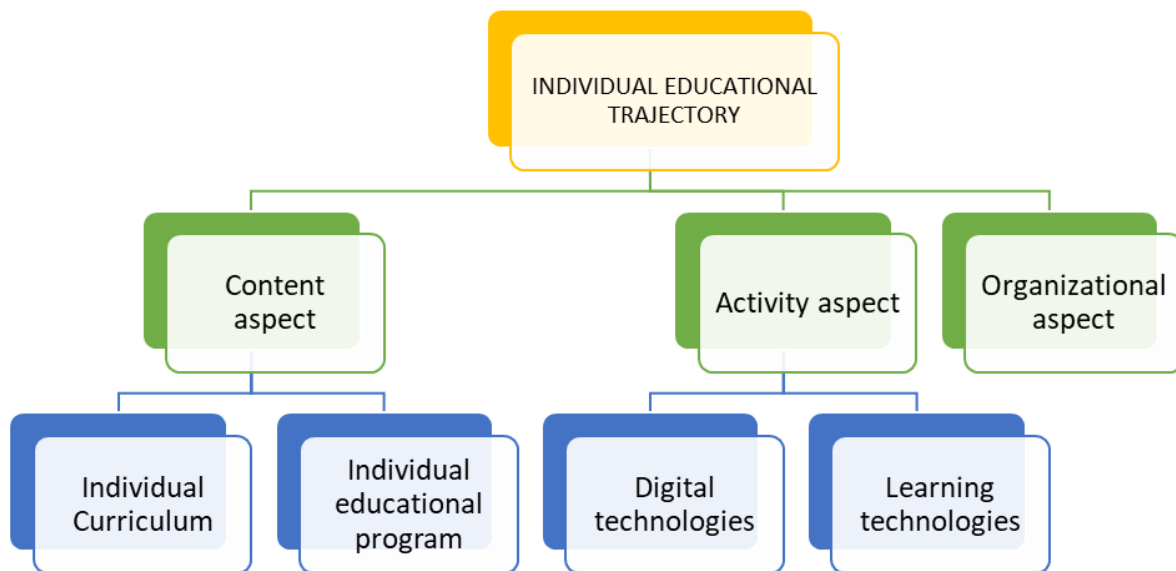


Figure 1. Directions for the implementation of an individual educational trajectory

Source: own

The research [25] touches on the possibilities of informal learning using digital platforms and therefore reveals the content and activity aspect. The articles [8] present individual approaches to learning as an activity aspect. Research [20] unlock the potential of social networks, thus highlighting the organizational element.

Systematization of the results of these and other scientific studies makes it possible to specify the advantages provided by IET:

1. implements the ideas of the student-centered, allowing you to systematically represent the student's independent learning activities aimed at achieving a personally significant goal;
2. allows you to individualize and differentiate the educational process, offering a variety of goals, content, methods, and means of educational activities;
3. contributes to the gradual assimilation by the student of a subjective position in their educational activities;
4. makes it possible to integrate various educational technologies into the classroom and extracurricular work;
5. enriches the educational environment, thereby expanding the range of influences on pupils/students;
6. leads to the strengthening and expansion of educational needs and values of subjects of learning and their achievement of integrative academic results (key and subject competencies).

The generalization of publications indicates the presence of scientific results that emphasize the need for an individual approach in teaching computer science [31], inclusive learning [24], developing individual information hygiene skills [10; 11; 16], as well as career opportunities [21] and its development [4]. These and other scientific investigations emphasize that there are many tools and mean to provide or develop an individual learning path. Therefore, there is reason to assert that the use of

IET in the educational process meets the requirements of different approaches and is a promising direction in education in the context of youth development, and at the same time that there is a fragmentary nature of scientific results explaining the construction by the teacher. Teacher/student of an individual educational plan.

Aims. The article aims to analyze the construction of the IET to realize a particular educational trajectory as a skill of a modern teacher.

Methodology. To achieve the goal, theoretical methods of scientific knowledge were used: terminological analysis to clarify the research thesaurus, content analysis, and detailed comparison of the construction of an individual training plan for implementing a particular educational trajectory.

Results. An individual education plan is a plan that outlines the academic or personal goals of a student. Intents are specified (narrowed) to particular tasks and regularly checked to help the student understand what success looks like and how what steps it is achieved. Setting goals and objectives is decisive in a person's educational growth and personal development. The student's awareness of what is expected of him becomes the basis for the learning subjects to know where to concentrate their efforts. They feel more motivated to achieve the desired academic achievement level. This correlates with reasoning [22] regarding instructional goals' importance and timely formulations.

Additional benefits of setting goals and objectives in a unique curriculum are: raising awareness of your strengths and weaknesses; increasing self-esteem and self-confidence; a sense of success and achievement; clarification and perspective vision of the future path; the ability to prioritize; formation of independence and responsibility for learning; improving the decision-making process. This is consistent with the findings of a study [2] on the feasibility of keeping diaries when making decisions and fixing plans.

What is important is the ability of teachers/teachers to set achievable goals. Therefore, based on the results of the content analysis of various Internet resources related to the individualization of learning, building educational trajectories on open educational resources, and inclusive learning, we present generalized recommendations (Fig. 2), which are somewhat consistent with the reflections on the professional development of the trainee teacher presented in [29].

The following recommendations relate to the creation of a unique curriculum from the standpoint of an individual approach (Fig. 3). Individual approach is leading in the development of a unique curriculum, as discussed in the paper [6], which addresses the links between learning outcomes and the development of cognitive and motivational factors on the average grade.

In the context of creating a unique curriculum, it is important to understand the concept of SMART goals: these are goals that are specific, measurable, consistent, relevant, and limited in time. This type of goal is mentioned in the paper [18]. The author emphasizes the importance of early goal setting and, among the findings, says that it is important to start goal setting early, set short-term goals, provide visual tools, make goal setting personal, and focus on student choice. Similar results are presented in papers [9; 13].

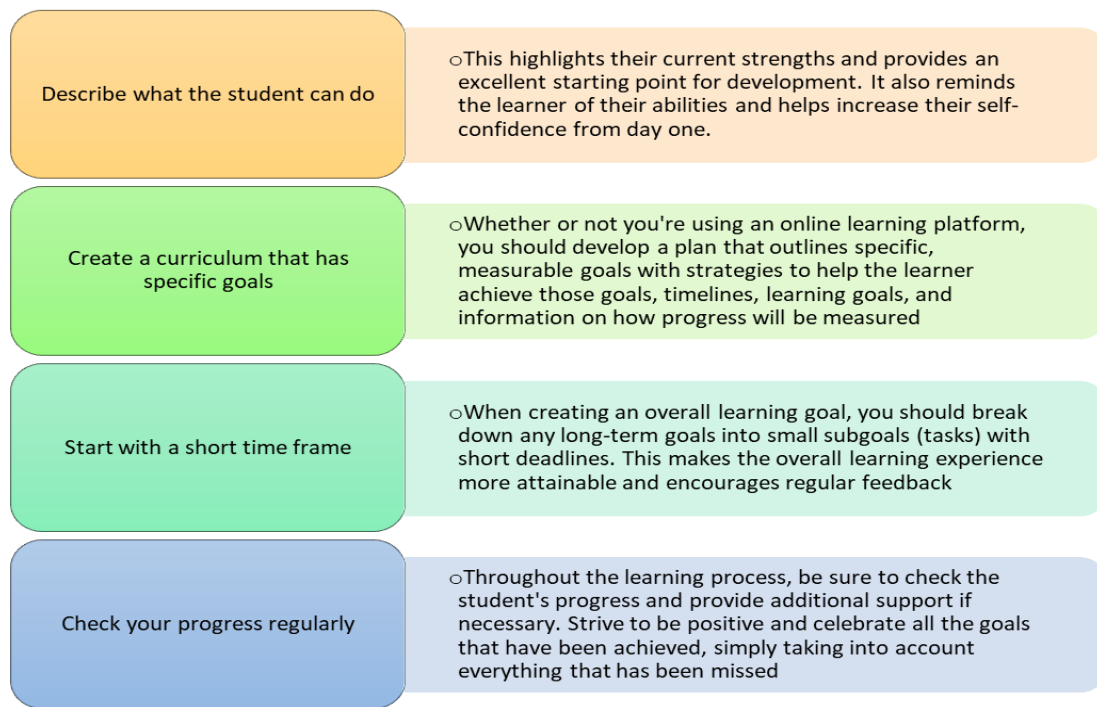


Figure 2. Generalized recommendations for correct goal setting in the construction of an individual curriculum

Source(s): own

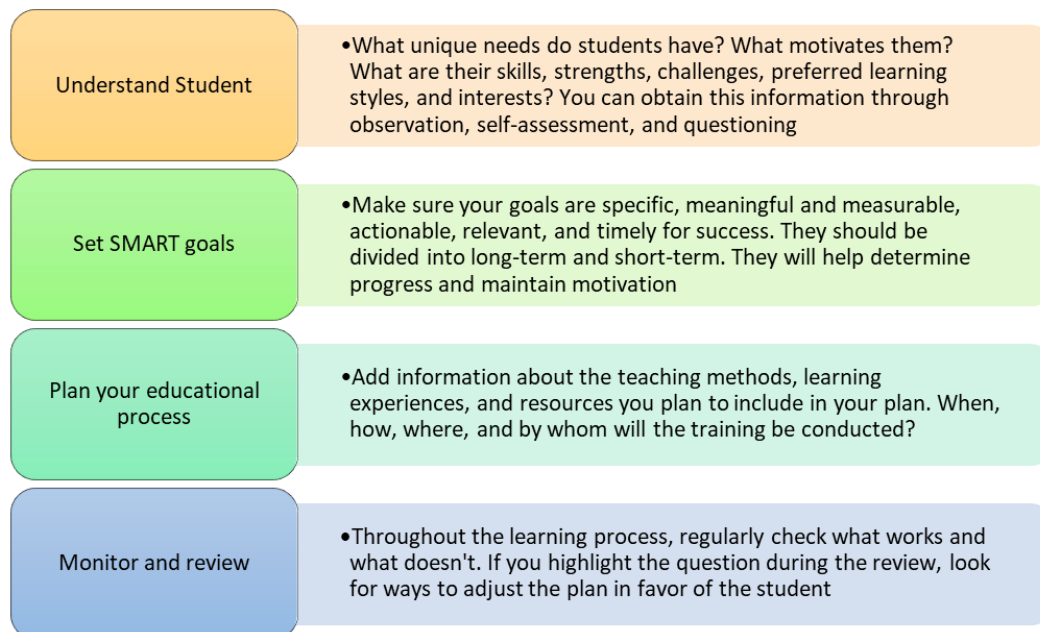


Figure 3. Tips for creating an effective IEP

Source(s): own

Such goals should be described so that they include observed measures, a balanced time frame for their achievement, and criteria for measuring the degree of achievement for the student (Fig. 4).

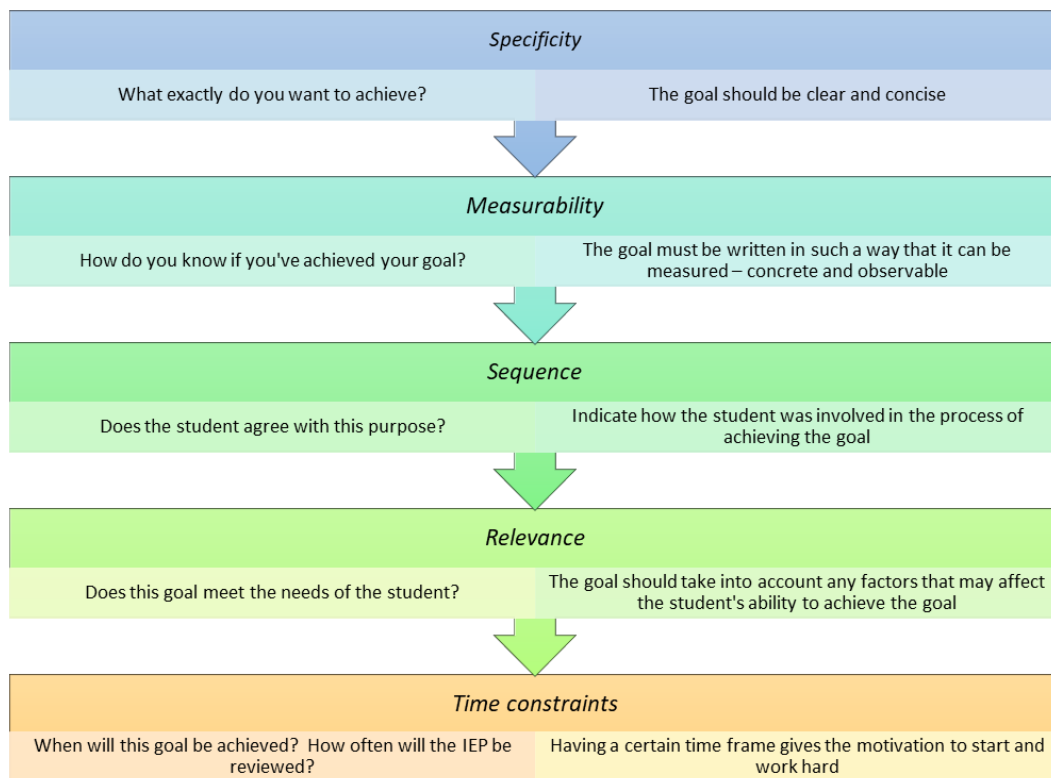


Figure 4. The concept of SMART goals

Source(s): own

Discussion. The problem of individualization of education is not new and is raised not only by Ukrainian scientists.

The research [15] raises the problem of analyzing individual trajectories of learning students who drop out of school or do not do well in formal training curricula. The authors note that this is a negative factor for the university's overall development.

A different perspective on the issue of individual learning is offered in research [28]. The authors investigate the algorithms of work in distance electronic learning systems and their demands by students. The dependence on learning mobility and the choice of educational trajectory is emphasized. The issue of tracking students' behavior (their learning activity) during their online courses [19] is also raised.

Identical studies concerning modeling similar educational trajectories among students [30] and modeling proven trajectories of learning some material [12].

Important are the results that link training in a particular subject within formal educational and professional programs. For example, programming learning [14] is modeled as an academic trajectory following well-defined steps. The authors emphasize the importance of forming students' skills to set step-by-step goals themselves, which will contribute to the development of their ability to develop and execute projects step by step. At the same time, in these works, incomplete results are related to universal recommendations for developing individual educational trajectories of students.

Conclusions. Modern learning technologies and the development of digital technologies, in general, have become the basis for individual education and the

demand for the product of individual educational trajectories. The analysis of publications presented in the article made it possible to allocate several directions for implementing a separate IET: substantive, activity, and organizational. Each of these areas requires the construction of a unique curriculum, the detailing of which is presented as the author's work. The recommendations for setting goals and objectives illustrated in the article are decisive for implementing an individual educational trajectory. Moreover, important for the teacher who carries out educational accompaniment is: clarification of what the student can do; development of a training program that includes SMART goals (goals specific, meaningful and measurable, effective, relevant, and timely for success); allocation of short time frames; regular (systematic and systematic) monitoring of implementation (tracking the progress of the IEP). Important in this case are: perception of the personality of the student; dividing SMART goals into long-term and short-term; planning of the educational process (choice of forms, methods, means, resources); monitoring of the course of training and its results.

The main advantages of following an IEP from the perspective of a student include awareness of both learning objectives and the process of achieving them; increasing responsibility for their learning and development; increased self-confidence; understanding their strengths and weaknesses and how to use them to achieve success; focusing on flexibility and unique needs of students.

The purpose of the study has been achieved, but it opens up directions for further research. These are explorations related to individual trajectories of separate subject learning; using digital technologies and tools for individual professional training; introducing advanced training courses for teachers, coaches, and tutors to develop SMART goals in developing unique training programs or personal development.

Author contributions. The authors contributed equally.

Disclosure statement. The authors do not have any conflict of interest.

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PUBLIC SECTOR YOUTH INITIATIVES IN NON-FORMAL EDUCATION

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Citation:

Levchenko, N., & Koliada N. (2023). Public sector youth initiatives in non-formal education. *Pedagogy and Education Management Review*, (2), 73–81. <https://doi.org/10.36690/2733-2039-2023-2-73-81>

Received: April 25, 2023

Approved: May 28, 2023

Published: June 22, 2023



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Abstract. The public sector is an important part of modern society. Important and great work in all spheres of activity is traced from the public sector. Youth initiatives, youth work are initiated and implemented by public organizations, unions, and associations. The purpose of the article: to theoretically and practically substantiate the peculiarities of youth initiatives of the public sector in non-formal education. The following methods are used in the research: analysis, comparison and generalization of sources from the researched problem. The article reveals the peculiarities of the implementation of youth policy at the regional and local levels; the need and purpose of the formation and development of youth in accordance with the National Youth Strategy is specified; according to the Laws of Ukraine "On the Basic Principles of Youth Policy", "On Public Associations" the concepts of "public organization" and "youth public organization" are defined; the personal and professional development program "State Creator" and others were analyzed; features of the activities of the Association of Youth Centers of Ukraine, the Association of Youth Workers of Ukraine, the All-Ukrainian Youth Center and the implementation of their non-formal education projects are presented; scientific sources on the problems of development of various types of non-formal education were analyzed; the conclusions of the study are summarized. Informal education as a youth initiative of the public sector is an open opportunity for professional and personal development of young people. This best experience is implemented by the All-Ukrainian Youth Center, the Association of Youth Workers of Ukraine, regional and local youth centers, spaces, hubs, public organizations and associations through the programs "Youth Worker", "Management of Youth Centers", "Prokachay", "Active Citizens" etc.

Keywords: youth initiatives, young people, youth work, youth worker, youth organizations, centers.

JEL Classification: I29, J13, P49

Formulas: 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 31

Introduction. Youth is an important subject of state policy. In Ukraine, youth policy is implemented at the regional and local levels, work is carried out with youth in territorial communities, youth participation in decision-making processes is expanding, youth centers of various levels, youth consultative and advisory bodies, numerous programs, competitions and projects for self-realization and sustainable development have been formed youth, financial support is provided for the projects of youth and children's public organizations, international youth cooperation is developing [14].

In order to create additional opportunities for the formation, development and improvement of the level of competitiveness of young people, the realization of their constitutional rights and freedoms, the establishment of a healthy lifestyle in the youth environment, the promotion of the initiative and activity of young citizens in all spheres of the life of society and the state, the decree of the President of Ukraine approved the "National Youth strategy until 2030" [14]. It is determined that there is

an urgent need to strengthen partnerships between state authorities, local self-government bodies and civil society institutions working with children and youth, to spread the tools of youth participation in decision-making, in particular through the development of youth consultative and advisory bodies, student bodies and student self-government. It is also necessary to increase the level of competences of both young people and specialists who work with children and young people, in particular, youth workers, representatives of youth centers, and public organizations. It is important to develop a network of youth centers, since the most effective work is carried out precisely through institutions that work with young people [14].

Literature review. The Law of Ukraine "On the Basic Principles of Youth Policy" (2021) provides two definitions of the concept of "public organizations", in particular "a children's public organization is a public association whose members (participants) are natural persons aged 6 to 18, and whose founders are natural persons who have reached the age of 14" and "a youth public organization is a public association, the founders and members (participants) of which are natural persons from 14 to 35 years old" [18].

Youth and children's public organizations have the right to: receive grants for the implementation of youth projects; to be involved in the implementation of state targeted, regional and local programs in the field of youth policy, as well as to be providers of social services; participate in the formation and implementation of youth policy; to form youth centers, to train youth workers in accordance with the criteria and requirements determined by the central body of executive power, which ensures the formation and implementation of youth policy; to monitor and evaluate the implementation of the youth policy; to delegate their representatives to participate in the selection of members of youth councils, the National Council on Youth Affairs, other consultative and advisory bodies that are formed to resolve issues related to youth; in agreement with institutions of education, health care, culture, social protection, physical culture and sports, youth centers, other institutions that work with children and youth and provide them with services, participate in the preparation and implementation of programs (projects, events) on the basis of such institutions or outside them; carry out other activities to fulfill their statutory tasks, not prohibited by legislation [18].

According to the Law of Ukraine "On Public Associations" (2013, as amended in 2022) "a public organization is a public association whose founders and members (participants) are natural persons", and "a public association is voluntary association of individuals and/or legal entities of private law for the exercise and protection of rights and freedoms, satisfaction of public, in particular economic, social, cultural, ecological and other interests" [17].

Public associations are formed according to the principles of: voluntariness; self-government; free choice of the area of activity; equality before the law; lack of property interest of their members (participants); transparency, openness and publicity [17].

In 2017, more than 25,000 governing bodies of public organizations already had been functioning in Ukraine, in particular in the following regions: Vinnytsia Oblast

– 1,087, Dnipropetrovsk Oblast – 1,567, Zakarpattia Oblast – 1,589, Ivano-Frankivsk Oblast – 1,478, Lviv Oblast – 2,210, Mykolaiv Oblast – 1,291, Odessa Oblast – 1,629, Poltava – 1,165, Kharkiv – 1,083, Kyiv – 1,538, in all other regions the number of public organizations ranged from 300 to 1,000.

At the national level, effective forms of non-formal education include programs such as "Youth Worker", "State Creator", etc. In our opinion, each program contributes to the personal and professional development of young people by acquiring relevant competencies; raise their level of awareness and contribute to their education [11].

Aims. The purpose of the article: to theoretically and practically substantiate the peculiarities of youth initiatives of the public sector in non-formal education.

Methodology. The following methods are used in the research: analysis, comparison and generalization of sources from the researched problem.

Results. On the initiative of the Ministry of Youth and Sports of Ukraine and the Ukrainian Academy of Leadership [16], the program of personal and professional development of youth "State Maker" operates at the state level. This program has been in effect since 2018, its goal is to create a system of personal and professional development of youth aged 18 to 25 in Ukraine, to develop responsible leadership and to increase the level of civic activity of young people. In 2020, 8 regions of Ukraine (Chernivetska, Ternopil, Sumy, Kharkiv, Lviv, Cherkassy (Uman), Rivne, Kirovohrad) are involved in this program. The program is aimed at student youth who have the motivation and desire to implement projects for their community, participate in educational programs and internships, in public activities, social and volunteer projects, etc.

Tasks of the "State Creator" program: to promote the personal, professional and social development of young people; to increase the level of awareness among young people about the activities of the public, private and public sectors; to acquaint young people with the basics and importance of state formation; promote the development of leadership skills of program participants; attracting young people to internships and entry into public service, service in local self-government bodies; provide Ukrainian youth with information about anti-corruption mechanisms and acquaint them with anti-corruption tools in Ukraine; to visit the anti-corruption institutions of Ukraine, in particular, NACP, NABU, and others; promote the education of Ukrainian youth in the values of integrity and transparency. The program consists of three components: educational (lectures, trainings, seminars); practical (familiarization visits to local self-government bodies, mass media, private companies and public associations, creation of project teams, writing and pitching of projects to the jury); formative (reflections, team building, mentoring) [11].

One of the important focuses of the 2020 program was the involvement in mentoring of graduates of "State Creator" of past years, who realized themselves in state authorities. International institutions, mass media, public organizations. The curriculum of the program in 2020 consisted of three modules: "Creating ourselves and forming a team", "Exploring the community", "Building the state" (total number - 60 hours). The main topics considered by the participants are leadership, the

formation of leadership skills, the functions of a leader, leadership in working with young people; emotional intelligence; active listening; goal setting; the art of decision-making; personal reflection; building a career in public service; team building and roles, team group dynamics, team motivation; the art of feedback; reflection in the team; game team exercises and tasks; main functions and tasks of local self-government; project management; effective attraction of financial resources for projects in one's community: cooperation with business and local self-government bodies; creation and management of local communities; combating corruption and fostering the values of integrity and transparency among Ukrainian youth; writing project applications for social action projects; pitching of social action projects on key topics (education and upbringing; national culture and identity; healthy lifestyle; state building).

Based on the results of the program, the best graduates are offered internships and internships in state authorities during 2020–2021.

The all-Ukrainian program "Healthy Challenge" to promote a healthy lifestyle among young people in the conditions of quarantine caused by the spread of COVID-19, continued its work in 2020 and covered 42 institutions of professional higher and vocational education in Zakarpattia, Lviv, Volyn, Poltava, Rivne, Sumy, Khmelnytskyi, Chernihiv and Cherkasy regions of Ukraine, a total of 12,000 young people and more than 32,000 teachers and residents of these regions [21].

Vocational and technical education institutions competed with each other, presenting their mini-projects and activities aimed at supporting a healthy lifestyle. All projects provided for the protection of mental and physical health, prevention of infectious diseases, including COVID-19 [21].

As part of the program, a 21-day All-Ukrainian online marathon for young people #HealthyChallenge2020 was also held (more than 4,500 young people from different regions of Ukraine were involved); 3-week All-Ukrainian challenge-marathon for youth "Dream. Plan. And don't slow down!" (579 participants were involved) [21].

The "Proskills of the future" program is an educational and creative training program aimed at the formation of youth of the 21st century, extra-professional skills related to creative and critical thinking, awareness of the future, the ability to create individual and collective strategies, as well as the development of co-creation, cross-cultural and peacekeeping. The program is approved by the Ministry of Education and Science of Ukraine and is designed for extracurricular, extracurricular, optional work of teacher-organizers, psychologists, social pedagogues with adolescents aged 14–17 years in children's health and recreation facilities, vocational education institutions, general education and extracurricular educational institutions [21].

In 2020, as part of the "PRO skills of the future" program, 2 trainings were held for 62 counselors, psychologists, teachers and methodical workers of summer camps, youth centers and out-of-school education institutions from Donetsk, Luhansk and Zaporizhzhia regions. The trained trainers continued their work in their camps in online and offline formats, reaching more than 200 adolescents, a significant number

of whom are adolescents from vulnerable categories, including those living near the contact line [21].

"Skills Labs" are innovative training on career development and self-employment skills aimed at strengthening the career competencies of young people and increasing the level of youth employment in Ukraine. This year, "Laboratories of skills" were held in 13 regions of Ukraine and involved more than 300 young people [21].

In times of new challenges, including the pandemic, to ensure sustainability, the Skills Lab: Skills for a Successful Career program was launched through the Impactorium online platform. More than 1,200 young people from all over Ukraine registered for the course [21].

In 2020, with the support of the Ministry of Education and Science of Ukraine, a comprehensive course on improving career skills was also developed, the basis of which are the training programs "Skills Lab: a successful career and your own business", aimed at forming skills among graduates of vocational training professional growth and development of competencies for building one's own business [21].

At the state level in Ukraine, the following are active in the public sector, implementing their activities through non-formal education:

The Association of Youth Centers of Ukraine (AYCU), the purpose of which is to support and support existing youth centers of all forms of ownership and help in the development of new ones in order to ensure favorable conditions for the comprehensive development of youth and increase youth participation in the process of making socially important decisions [26].

The principles of the Association's work: public education of youth through participation in social activities, national-patriotic education, development of youth volunteerism and mobility, development of the creative potential of young people, promotion of a healthy lifestyle, employment in free time, youth entrepreneurship. The association submitted its definition: "Youth center is an institution that provides high-quality informal education and meaningful leisure time for young people". The association provides various services: strategizing, planning, mentoring, monitoring, analysis, evaluation and improvement of the center's activities, training on open youth work, training on inclusiveness in the youth center, open discussions on the implementation of civic education [23].

The association implements the online course "Volunteer teams: dream or reality?" its goal is to help representatives of youth centers gain knowledge and skills in building systematic work with volunteers. The course is designed for representatives, employees and volunteers of youth centers. Course topics: "What is volunteering and classification"; "Legislation in the field of volunteering"; "Search for volunteers"; "Features of volunteer work in youth centers"; "Team building"; "Motivation of volunteers"; "Management of a volunteer in a project". The results of the course are expected: the formation of a unified vision of the concept of «volunteering», understanding the characteristics of volunteers in youth centers and creating a plan for further work [30].

The association unites more than 300 youth centers and spaces in Ukraine. In the Cherkasy region, there are 11 youth centers (the city of Zolotonosha – "ArtProstir", "Chill out Zolo Youth Space"; the city of Smila – the Youth Space "Vsi Svoi", Public Space; the village of Drabivtsi – the Youth Space "Atmosphere"; the village of Martynivka – Art space "Martynivka treasure"; Stepantsi village – "STEPHUB" personality development center, Uman city – Youth center "START" of Pavlo Tychyna Uman State Pedagogical University; Chigyrin city – Free space "HATA – HAB" city; Kam city Yanka – Youth Space "Same Chas"; Cherkasy – Cherkasy Regional Youth Resource Center) [26].

The website of the Association presents advisory information for the creation and operation of youth centers (resources for maintaining and filling the youth center) and methodological support ("Where to start creating a youth information center", "Good practices of youth centers", "National quality mark and quality criteria for youth centers", "Support and development of youth centers at the level of local self-government in Poland", "System of open work with youth: challenges of the time (Republic of Lithuania)", "Youth centers in Ukraine", "Youth spaces in libraries", "Step-by-step instructions on the creation of co-working spaces", "GURT" [6], European space [4]) [26].

Youth Workers Association of Ukraine (YWAU) – it is a community of people who are engaged in youth work and want to share experiences to strengthen each other's capacities [31]. The main goal of YWAU is advocacy and social and political recognition of youth work and youth workers in Ukraine [31].

The organization was created for networking and cooperation between youth workers of Ukraine and their organizations or projects, for the exchange of experience and establishment of partnerships and international relations, representation of youth workers of Ukraine on the world map of youth work, development of professional competences of youth workers of Ukraine, creation of opportunities for their professional growth [31]. The Association operates on the basis of the Charter. To join the Association of Youth Workers of Ukraine in accordance with the provision "On membership of the NGO", «Youth Workers Association of Ukraine», [22] you need to submit an application [8] with confirmation of passing the Basic Training of the "Youth Worker" program [28], two letters of recommendation from active members of the Association [12] and consent to the processing of personal data.

YWAU provides the following services: consulting and mentoring support, involvement of a coach or facilitator at the organizer's event. Youth workers, youth leaders, specialists who work with youth can use the online course "Online training for youth workers" on the following topics: "Working with inclusive youth" (O. Shelest, developer, speaker); "Benefit of the regional government for youth development in small communities" (V. Yatsuk, developer, speaker); "Activation of youth in the community" (O. Salivonchyk, developer, speaker); "Youth legislation" (I. Belyaeva, developer, speaker) [19]. Methodical support "Advocacy for youth councils" has been developed for methodical support [1].

All-Ukrainian Youth Center of Ukraine – expert resource center for youth work, which works every day for the development of youth infrastructure and youth work throughout Ukraine [2]. The mission of the center is to actualize youth work, developing youth centers in accordance with the needs of young people and best international practices, that is, to make sure that youth centers create opportunities for young people, taking into account their needs and best international practices [2]. The center's activities are aimed at forming a unified policy of working with young people in youth centers of different cities; creation of opportunities for development and networking of youth workers throughout Ukraine; development of methodological materials for the work of youth centers; youth infrastructure development advocacy; creation of educational events for youth workers; taking into account current opportunities and developing ways to improve work with young people, etc.

The main areas of work of the All-Ukrainian Youth Center are the development of a three-level system of interaction of youth centers, the development of youth infrastructure, and the dissemination of successful practices of youth work.

Over the years, the center has implemented the following projects: "Social cohesion through youth participation". The content of the program includes the following topics: "Diversity and social cohesion", "Impact of youth participation", "Media literacy", "Effective communication and work with conflict" [24]. Educational program "Effective management of youth centers" [3]. The Forum "From Initiative to Action" is an annual international project that gathers youth workers of institutions working with youth in different regions of Ukraine for one event for their networking and discussion of topical issues in the field of youth policy. As part of the event, together with the Council of Europe, the CivicLab methodology was implemented, thanks to which detailed recommendations were formed based on the results of the forum in 3 blocks: "Structure and work of the youth center", "Education: new knowledge and practical skills", "Innovative tools for the effective work of youth centers" [5]. The international program of exchange of workers of youth centers "Building friendship: Ukrainian and Lithuanian Centres" is a joint program of exchange of workers of youth centers of Ukraine and Lithuania. [5].

The All-Ukrainian Youth Center made a selection of methodical, practical and educational materials for youth workers, specialists of youth centers and spaces, members of youth councils: "Black methodical. The same methodology on the communication of youth centers during the war", "Communication of the youth council during the war", "Report on the involvement, interaction and creation of opportunities for youth in Ukraine", "Best practices and lessons on the development of youth partnerships, synergies and cohesion", "Youth center during the war. Recommendations for youth centers", "Mentoring in youth work", "Representative sociological research on the situation of youth in Ukraine (2021)", "Public management tools in the field of youth policy", Educational and methodological manual «Sociological research in youth work", Sociological study "Position of the youth of Ukraine – 2021", Guide for trainers "Social cohesion through youth participation", "Council of Europe quality mark for youth centers. The role, value and influence of youth centers", "Council of Europe quality mark for youth centers.

Quality management in youth centers", Recommendation of the Committee of Ministers of the Council of Europe "Access of young people from disadvantaged areas to social rights", "Glossary of terms used by the Council of Europe in the fields of youth policy, human rights and non-formal education", "Self-assessment tool of youth policy", Training manual of the Basic training under the program "Youth worker", "Catalog of best practices of youth work (2020) ", Recommendation of the Committee of Ministers of the Council of Europe "Access of young people to rights", Manual on human rights education with the participation of youth "Compass", "Council of Europe quality mark for youth centers. Good practices in youth centers" [2].

Discussion. Today, the problems of the development of various types of informal education in Ukraine and abroad are the object of study by Ukrainian scientists, namely: the basics of formal professional education – N. Vasylenko, N. Nychkalo [29; 15]; informal education of adults as a problem of theory and practice of educational activity, education of adults and its informal forms abroad, development of informal education as a component of lifelong education – A. Honcharuk, L. Lukyanova [7; 13]; theoretical and practical aspects of the organization of informal education in Ukraine – N. Pavlyk, N. Teryokhina, T. Tkach, I. Pesh, N. Kolyada, O. Kravchenko and others [20; 25; 27; 9; 10].

Conclusion. The conducted research confirmed that an effective way of implementing youth initiatives of the public sector is informal education of members of youth centers, spaces, Associations of youth centers and youth workers. In this context, the national-level programs "Youth Worker", "State Creator", "Healthy Challenge", "Proskills of the Future" and others, which were created both for the development of youth and for the training of specialists who work with young people, also deserve attention.

So, the best experience of youth work in Ukraine can be summarized in the following forms: the activities of the All-Ukrainian Youth Center, the Association of Youth Workers, the Association of Youth Centers, regional youth centers, youth centers and spaces, hubs, camps, clubs and associations at the place of residence, youth clubs, youth councils, youth cafes, youth organizations, tent camping, youth projects, youth programs ("Youth worker", "Management of youth centers", "Prokachay", "Youth worker in amalgamated territorial community", "State creator", "Effective management of youth centers", "Active citizens", international programs), the public organization "Youth Platform", the "SpivDiya" platform, the all-Ukrainian program for popularizing a healthy lifestyle among young people "Healthy Challenge", the program "PRO skills of the future" and others.

Author contributions. The authors contributed equally.

Disclosure statement. The authors do not have any conflict of interest.

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Pedagogy and Education Management Review

Issue 2 (12), 2023

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*Printed by: Scientific Centre of Innovative Research OÜ, Ida-Viru maakond, Lügänuise vald, Püssi linn, Viru
tn 8-33, 43221, Estonia*

Number of copies: 300

First printing: June 22, 2023

Distributed worldwide by Scientific Center of Innovative Researches OÜ - office@scnchub.com

Full text available online at <https://scnchub.com/>

DOI: 10.36690/2733-2039-2023-2