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# CHAPTER 1

## GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY

### A RETROSPECTIVE OF THE ISSUE OF HUMAN SELF-DETERMINATION IN THE HISTORY OF PEDAGOGICAL THOUGHT (PHILOSOPHY OF ANTIQUITY)

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**Abstract.** *In the article the author focuses on the issue of self-determination of personality as an important problem of scientific knowledge, which is inextricably linked with philosophical understanding of man, meaning of life, purpose of life, principles of harmonious coexistence with the world and knowledge of one's inner self. In fact, the phenomenon of «self-determination of the individual» is characterized as a system-forming factor in human development in a social context.*

*The author defines the concept of «self-determination» as a process, relatively independent state of socialization, the essence of which is to form in the individual awareness of purpose and content of life, readiness for independent living based on the ratio of their desires, qualities, capabilities and requirements applied to an individual from the position of environment and society.*

*Analysis of philosophical, historical and pedagogical literature indicates that for the first time the question of personal self-determination started being outlined in the works of philosophers of the ancient world (Heraclitus, Democritus, Protagoras, Socrates, Plato, Aristotle, Epicurus, Seneca, Epictetus, Marcus Aurelius). The specificity of the philosophy of ancient Greece and Rome in its initial period was the desire to understand the essence of nature, the world as a whole, universe. The main question was about the foundation of the world and a human being was seen as part of the universe, which must be subject to fate, which is identical with the need – the Logos.*

*The author argues that self-determination of the individual has always been one of the fundamental problems of social and individual life, it dates back to the formation of social philosophical thought, which is understood as the search for harmonious coexistence with the world, universe, Logos. And if the focus of philosophy of antiquity was natural and cosmic life, and the actual process of self-determination took place primarily through empirical knowledge of the world, then in subsequent historical epochs the social side of human activity in earthly life comes to the fore. The main feature of self-determination of the individual becomes self-awareness – understanding of their own strengths and capabilities. A human becomes an active, thinking, free and equal being who is able to transform the world by finding his own place in it.*

**Key words:** *personality, self-determination, human nature, antiquity, ethics of self-determination.*

**JEL Classification:** I0; I20

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**Introduction.** The issue of self-determination of the individual is an important problem of scientific knowledge and is inextricably linked with the philosophical understanding of a human being, the meaning of his life, purpose, principles of harmonious coexistence with the world and knowledge of their own inner selves, the purpose of which is to form a person capable of realizing himself in specific socio-cultural conditions. All branches of scientific knowledge, one way or another,

addressed the question of the place of the individual in society, the possibility of its self-actualization, the conditions for the fullest realization of the inner potential of a human being and finding his self.

Thus, such a phenomenon as «personal self-determination» can be presented as a system-forming factor in human development in the social context, as a key in the system of competencies needed by modern man living in conditions of growing instability. As the tendency to complicate socio-cultural dynamics is becoming more obvious, the ability to find oneself in the «mosaic culture» (A.A. Mol) through the comparison of their own capabilities, interests, aspirations with the conditions of society will largely depend on the fate of a particular person, and the relative social harmony of society. This is what determines the relevance of our research.

Many valuable achievements that help to understand the meaningful depth of the outlined phenomenon can be found in the philosophical works of both domestic and foreign thinkers who have important psychological and pedagogical significance.

**Literature review.** Until now, the self-determination of the individual as one of the fundamental problems of existence of the individual and society has been organically woven into the range of problems that determine the essence of any model of society. Therefore, it did not stand out as a separate independent theory. This explains the huge number of scientific achievements, which to some extent outlined various aspects of the problem of human self-determination. Thus, in the history of pedagogical thought, according to our analysis of leading ideas and historical and scientific sources, we focus on the views of prominent philosophers of the ancient world (Heraclitus, Democritus, Protagoras, Socrates, Plato, Aristotle, Epicurus, Seneca, Epictetus, Marcus Aurelius ).

In the context of considering the concept of «self-determination» the subject of research of scientists in the XX-XXI centuries. there were different aspects of this phenomenon: personal self-determination (L.I. Antsiferova, O.I. Barysheva, M.R. Ginzburg, G.P. Nikov, S.M. Panchenko, V.F. Safin); professional self-determination (O.M. Borisova, O.I. Vitkovskaya, D.O. Zakatnov, V.E. Kavetsky, O.V. Kapustina, M.I. Piddyachny), social self-determination (I.A. Vintin, M.I. Melnikova, T.A. Osipova, B.A. Shcherbatyuk); vital self-determination (K.O. Abulkhanova-Slavskaya, M.Y. Boryshevsky, O.M. Zbarskaya, G.S. Kostyuk, O.M. Leontiev, S.D. Maksimenko, S.L. Rubinstein); self-determination in the team (A.V. Petrovsky), self-determination of creative personality (V.V. Davydov, N.M. Malakhova, V.O. Molyako).

**Aims.** The purpose of the article is to represent the issue of self-determination in the pedagogical views of ancient philosophers.

**Methods.** The use of historical-structural method provided an opportunity to systematize the ideas and historical and pedagogical works of philosophers of antiquity to identify different characteristics of the development of the problem of human self-determination.

**Results.** Theoretical and methodological analysis of the scientific literature on the concept of «personality self-determination» gives grounds to claim that this

phenomenon is closely related to the technologies of «formation», «personality development», «life choice situations», «self-actualization», «self-limitation».

Actually the basis of «self» – self-determination, self-knowledge, self-actualization, self-expression, self-esteem, self-realization of a human being (as a special mechanism, which is inherent, along with the properties of self-development of any system, its own specific requires special analysis and understanding of this phenomenon in its differentiated and integrated understanding (not only at the level of the individual in the process of ontogenesis, but also as a phenomenon of phylogeny and cultural-historical development) and in accordance with the realities of modern social status and changing historical environment. This is important, first of all, in terms of assessing human capabilities to preserve and create the human world and oneself in it as a carrier of a historically new level of organization – the implementation of the social movement.

The need for self-understanding, self-knowledge, self-actualization, self-determination, self-realization and other phenomena of «self» grows with the expansion of human knowledge about the world and about himself, along with the growth of subjective capabilities and complexity of human tasks. The self can be defined as a unique property-ability of self-realization, self-change of the person in restoration and expansion-growth of the human possibilities-abilities-needs in the world created and transformed by him.

To begin with, let's reveal the essence of the studied formation. Self-determination of personality is «purposeful comprehensive creative behavior, the purpose of which is to master the spheres of life as a system based on ideas that fully embraces the subject and is the result of personal processing and personal experience» [7, pp. 66-67], and a logical continuation of interpretation of this concept is the position of scientists who argue that «self-determination is a process, relatively independent state of socialization, the essence of which is to form an individual's awareness of purpose and meaning of life, readiness for independent living based on the ratio of their desires, qualities, capabilities and requirements, which are applied to the individual by the environment and society» [9, pp. 222-223].

Analysis of philosophical, historical and pedagogical literature indicates that for the first time some aspects of the problem of self-determination of the individual started being outlined in the works of philosophers of the ancient world. Thus, the specificity of the philosophy of ancient Greece in its initial period is the desire to understand the essence of nature, the world as a whole, universe. The main issue was the origin of the world and a human being was seen as part of the universe, which must submit to fate, which is identical with the need – the Logos. Therefore, in Heraclitus cosmology, a human being is not free in his choice, self-determination does not occur, because it depends entirely on the nature around him. Democritus has already argued that a human being, above all, is shaped by life experience, and the processes of learning and education ennoble him, develop the mind and make him happy [8, p. 16]. However, even recognizing the possibility of knowing the world, the philosopher still denies the free self-determination of a human being, emphasizing that he in his life must proceed

from what is in the environment» [4, p. 18]. Thus, he states: everything that happens is due to «a certain necessity and depends on chance» [2, p. 138].

The discussion of the nature of a human being is traced in the sophists (primarily «sophist» – «skilled in anything) [3, p. 22]. They started the tendency to «turn to a man», referring to the human individual as a special type of individuality [8, p. 16]. In the Sophists we find statements about the value and possibility of education and confirmation of the understanding of this process as a special sphere of human activity. The problem of self-determination is considered through the comprehension and separation of pedagogical laws, one of which is the idea of «kalokagatia» («kalos» – good, «agatos» – good) – harmony in human body and spiritual and active desire for this integration. This is a movement towards the formation of a certain moral ideal of «aretsu» – a virtue that «can be studied in the same way as all other skills and abilities» [8, p. 17].

As an example, it is worth mentioning a number of pedagogical problems that the sophists sought to solve by the method of discussion: 1) human nature and the impact of the environment on the process and outcome of personal education; 2) organization of training, education of youth habits of moral behavior; 3) the effectiveness of the educational influence of the state and the right to youth; 4) the problem of interaction between teachers and parents [8, p. 17]. One of the famous sophists was Protagoras, who emphasized that the formation of a moral ideal (certain virtues) and human experience in general is still a subjective phenomenon, so it should not be said that there is only one truth. There are as many of them as there are people, because «a human being is the measure of all things – the existence of existing and non-existence of non-existent» [8, p. 17]. Thus, although insisting on the subjectivity of human experience, we note that it, in a way, marks the beginning of the «era of man in Greek philosophy».

Socrates «was one of the first philosophers who opposed the superficiality of the teachings of the Sophists and their subjectivism and, contrary to them, argues that there is one undoubted, eternal and absolute truth and goodness» [8, p. 18]. In this case, a human being becomes the only center of existence, in other words, self-determination here means finding the truth in himself, knowledge of truth and goodness is the highest goal of human existence and the basis of moral education. Thus, the idea formulated by Protagoras is supported by Socrates, detailing it that a human being can and should know himself and move to his highest virtues – knowledge and wisdom [4, p. 14]. He was convinced that a person who receives knowledge will also acquire virtue, because «good and knowledge are the same» [8, p. 18]. Thus, we can say that since the time of the Sophists and Socrates, the problem of self-determination of the individual has become one of the significant problems of scientific knowledge.

The progressive significance of sophistry is that it has brought to the fore the subjective moment in relation to a human being. It has been expressed in the requirement: everything that is valuable to the individual must be justified before his consciousness. But the measure of all things for Socrates is not a subject-arbitrary single person, but man as an intelligent, thinking being. Thus, the fundamental ability of a human being, according to Socrates, is the mind, which gives higher knowledge

and which is not given in the finished form. Therefore, the self-determination of a thinking person is to make a significant effort to develop the mind: «I set my life goal to give everyone in his individual spiritual life as much help as possible, striving so that each of you could become more intelligent» [2, p. 87–88]. However, the wise philosopher was confused by the fact that a person does not make every effort to understand the problems his happiness and proper behavior depend on. He suggested searching for the truth, which should be based on «ideal, correct concepts». But their search is the essence of the philosophy of «love of wisdom», which is the basis of self-knowledge and self-determination. It is through knowledge and self-knowledge that a person acquires a number of virtues: restraint, courage and justice. At the same time, Socrates emphasized: “Beautiful and good deeds are performed only by wise people. «Honesty» is understanding what is good, this can only be achieved by noble people» [3, pp. 24-25]. It is in outlining the essence of moral concepts and was the measure of the philosophical search for truth as a condition for further enlightenment. «I know that I know nothing» – this ironic statement of Socrates is focused on stimulating a person to self-knowledge and awakening in him the desire for self-improvement. Doubt was the precondition for turning to one's own «Self». All this, in addition to self-knowledge and improvement of morality, was aimed at «... creating a harmonious unity of life needs and abilities of man, developing interest in knowledge» [6, p. 24]. And the research pathos of his philosophical property became a force that prompted descendants to seek means of harmonious development of personality [8, p. 18].

If we analyze the views of Plato, it should be noted that the philosopher denied the possibility of knowing the objective world, believing that human knowledge is subjective and relative [4, p. 15]. However, Platonic ethics gives an understanding of self-determination of the individual, which is identical to self-improvement and focused on creating a perfect society – the state [5, p. 117]. With his doctrine of society and the state, he tried to justify the need to create an aristocratic state in which there would be philosophers (rulers of the state), soldiers (its guardians), artisans, farmers, workers. The education of each stratum of society must differ in tasks and content, ensuring «freedom of vocation» (according to inclinations). «An ideal in the form of knowledge and broad knowledge must enter a person; this can be understood by a philosopher who must know everything that is possible to study, – says Plato [8, p. 20]. At the same time, the creative level of knowledge is self-improvement. Thus, the scientist combines the philosophical concept of the structure of the world on the basis of «ideal values» and tries to solve the problem of «individual – society» as one of the important areas of self-determination. However, still idealizing the role of the state in this interaction.

In Aristotle, the highest form of self-determination is cognitive, theoretical activity, but, like Plato, he sees a human being only as a «political animal» [1, p. 37]. Although Aristotle's philosophical system is generally idealistic, it is saturated with elements of dialectics and materialism. He noted that... every thing has a essence and a form, life is a process of development, which is based on human cognition is sensory experience; argued that nature has given a human being only a deposit of abilities, which has the opportunity to improve and develop in the process of learning and



education» [4, p. 16]. An important aspect of self-determination, the eminent philosopher considered the unity of form and content. He emphasized the gradual process of cognition: from semantic observation – through memorization – to understanding. The path of seeking truth is the focus of self-determination.

The social ethics of Plato and Aristotle are replaced by the individual ethics of the Epicureans is a sensualist approach to knowledge of the world, where the main task is the liberation of man from ignorance and thus opening the way to happiness. And if Plato and Aristotle [1; 5] saw the main means of self-determination of the individual as its inclusion in social integrity, the Epicureans considered a condition of vital self-determination of the liberation of man from the power of the outside world and the need for the individual to achieve a happy life. The highest form of self-determination according to Epicurus – is a state of complete peace of mind – ataraxia. The philosopher promoted a life-affirming ethic, which is optimistic and utilitarian in its direction. In this case, the moral life of the individual requires moderation in everything, and the ideal is to satisfy natural, not contrived desires. The basic moral principle in self-determination is: «not to harm others and not to be harmed by others.» In fact, acquired wisdom (philosophy) not only gives knowledge but also spiritual pleasure, and its bearer (sage) is not a carefree hermit who has departed from life, but a connoisseur of life who has risen above the ordinary, able to express his will.

A slightly different solution to the problem of self-determination of the individual is offered by the Stoics (Seneca, Epictetus, Marcus Aurelius), who paid considerable attention to the study of human nature, understanding it as an organic unity of two natural foundations (physical and spiritual). Moreover, it is spirituality, which by its nature comes from the divine, they considered the true essence of a human being. Therefore, the purpose of human existence was seen in life, according to the laws of nature. And since the nature of human spirituality is far from harmony with the absolute nature (deity), because the purpose of education was determined – the improvement of human nature. Thus, a human being is denied the opportunity to change the order of things, he is not able to freely choose his life path, but can only adapt to nature and fate. Thus, Marcus Aurelius argued that a human being is only an element of the world order, a link in the laws of nature, whose existence has no higher purpose. Nature is neutral towards a human being, it is neither good nor evil.

In the doctrine of a human being Epictetus, for example, increases the opposition of soul and body. At the same time, the philosopher emphasized that nature frees a human being from the shackles of the body by death, from poverty – by wealth, but from the shackles of the spiritual by such virtues as knowledge, skills and work. It is no coincidence that the way to achieve spiritual perfection is self-improvement and self-education of the moral plan. The scientist sees the essence of such bliss only in the human will, which helps a person to self-determine.

In his views on the problem of human self-determination, Seneca noted that it is necessary to develop a certain attitude to phenomena and events that we are not able to change. Man's happiness is to orient himself correctly, to harden his will to resist the flow of events [2, p. 98]. At the same time, emphasizing that education should form an independent personality, thus criticizing the formalism of the school system, which

educates «the mind, not the soul» [6, p. 29]. «Only one thing makes the soul perfect: the inviolable knowledge of good and evil», – said the philosopher. And the knowledge of these eternal constants (a kind of ideal moral norm) is one of the tasks of human self-determination.

**Discussion.** Thus, anthropocentric orientation endows a human being with reason and will, the ability to choose between good and evil, and sees the problem of self-determination in the solution of man's dual nature in favor of good. Providentialism and eschatology, on the contrary, deny the free self-determination of the individual and consider self-determination only as a rejection of all earthly, self, and complete submission to divine providence [10, p. 159].

**Conclusion.** Thus, the question of self-determination of the individual has always been one of the fundamental problems of social and individual existence, it dates back to the formation of social philosophical thought and can be traced in outstanding monuments of human science, where it was interpreted as a search for harmonious coexistence with the surrounding world, universe, Logos. And if the focus of philosophy of antiquity was natural and cosmic life, and the actual process of self-determination took place primarily through empirical knowledge of the world, then in subsequent historical epochs the social side of human activity in earthly life comes to the fore. The main feature of self-determination of the individual becomes self-awareness: self-realization and self-affirmation, understanding of their own strengths and capabilities. Man is characterized as an active, thinking, free and equal being who is able to transform the world by finding his own place in it. In this case, the ethics of self-determination considers man as a completely unique kind of being, with his own specific inner «Self». The meaning of life becomes self-embodiment, the only criterion of truth of which can only be the moral values of the individual. Ethics of self-determination is the concept of practical human action. Further scientific research will be aimed at revealing these constants.

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## CHAPTER 2

# INNOVATIONS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

### FORMATION OF DIGITAL COMPETENCE OF PEDAGOGUE IN THE PROCESS OF THEIR PROFESSIONAL TRAINING

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**Abstract.** An important task of education in the XXI century is the formation of digital competence of the teacher of the institution of higher education, directly due to the rapid development of an information oriented society. Teacher for successful professional educational activities It is necessary to master the latest computer information technology. Free possession of them provides a high level of professional culture of the teacher of the institution of higher education, makes it possible to apply them for a full-time or remote day or absentee educational process. The article proposes the following definition of the concept of «digital competence»: the component of the professional culture of the teacher, based on personal abilities and acquired in the process of professional development of skills and skills aimed at the effective and high-quality organization of the educational process with the free and competent use of innovative computer, mobile and telecommunication technologies To prepare specialists in accordance with the requirements of digital society. Also identified the leading place of digital competence in the professional culture of the teacher and its components. Significant work on the creation of framework documents in the field of education and employment is carried out by international organizations, including the European Research Center of the European Commission, which organized the Working Group, developed and presented a framework for a citizen's digital competence. In the process of continuing this design, a frame of digital competence for teachers is presented. She identified the main forms and methods of developing the digital competence of the teacher and applicants for higher educational institutions, as well as the principles of creating a digital educational environment in such establishments. Frame of digital competence for society and the Digital Competence Frame for teachers use most European countries to view and create appropriate training programs, continuously improve the digital competence of teachers and supporting employment opportunities for future specialists.

**Keywords:** competence, digital competence, professional training, IR-competence, computer information technology.

**JEL Classification:** I0; I20

**Formulas:** 0; **fig.:** 1; **tabl.:** 0; **bibl.:** 21

**Introduction.** At the present stage, society is characterized by the accelerated progress of information and digital computer, mobile and telecommunication technologies, which causes natural changes in life of humanity and affects all

engagement aspects, especially education. Therefore, the important task of education in the XXI century is the formation of digital competence of the teacher of higher education, which is directly related to the rapid development of information-oriented society. Certainly, the highest level of modern computer information technologies competence provides professionalism in a process of higher education allows usage of this competence for full-time or distance full-time or part-time learning and standing work for its improving.

The formation of digital competence of teachers today is a priority in the Law of Ukraine «About the National Informatization Program» [19], the Law of Ukraine «On the Basic Principles of Information Society Development in Ukraine for 2007–2015» (p. 3: «giving everyone the opportunity to acquire knowledge, skills and abilities using ICT in education, upbringing and training») [20].

«Digital Agenda for Ukraine 2020» project proposes the concepts of digital literacy, digital competence and digital intelligence, it also stated there about the formation of cross-platform app development, thus in the process of studying disciplines should be used digital technologies «Digital Agenda for Ukraine – 2020: 22). In the Concept of the New Ukrainian school (2016) the term «digital competence» is used, which implies the confident and, at the same time, critical application of information and communication technologies for the creation, retrieval, searching, exchange of information at work, in public space and in private communication; information and media literacy, basics of programming, algorithmic thinking, working with databases, Internet security skills and cybersecurity; understanding the ethics of working with information (copyright, intellectual property, etc.) [10, p. 12].

**Literature review.** The analysis of scientific and pedagogical sources on the research topic shows that the study of ways to form digital competence of teachers is carried out in different directions. Most scientific publications are devoted to the identification and justification of structural components, content and means of forming digital competence of the teacher (M. Bovtenko, L. Bocharova, L. Gorbunova, R. Gurevich, I. Eremina, V. Honcharuk, etc.). According to native and foreign researchers V. Bykov, N. Hendina, S. Zaitseva, N. Morse, F. Uvarov, R. Rice, M. McCready, S. Chang, etc., the issue of identifying information competence as a key component of digital competence of teachers has been the subject of scientific discussions. We still have different opinions about what the competence related to the field of information computer technology should be called: digital literacy, electronic competence (e-competence) (J. Romani), etc. Due to the different approaches to the definition of this concept, it should be noted that this concept is under development and improvement [9, p. 12].

The issues of effective usage of information computer technologies in the educational process of higher education institutions in Ukraine are dealt with help of such researchers as: V. Bykov, Y. Zhuk, N. Morse, O. Spivakovsky, M. Zhaldak, M. Shut, S. Karakozov, S. Litvinova and others. V. Bykov (information and communication environment), S. Litvinova, N. Morse (requirements and computer-oriented environment), O. Spirin directly touched upon the issues of digital competence of the subjects of the educational process in the free educational process,

N. Soroko, O. Belous (digital competence of teachers of humanities), I. Ivanyuk (computer-oriented environment for the development of information and communication competence of teachers and students) and others [1; 5; 6; 8; 9].

**Aims.** The aim of the article is to reveal the essence of the concept of «digital competence» as a component of the professional culture of a teacher of higher education and highlight the ways of using IC technologies in the educational process.

**Methods.** The usage of information computer, mobile and telecommunication technologies in higher education institutions is especially important for Ukraine in carrying out educational reform, particularly in the process of developing digital competence of teachers.

That is why the Digital Competence Framework for Citizens with a description of descriptors and a model of progress developed and presented in the European Union is becoming relevant (Digital Competence Framework for Citizens (DigComp 2.0 та DigComp 2.1) [7, p. 195; 15]. Describing the definition of digital competence in Ukraine and around the world is still under discussion. Among scientists, different concepts are used to set the same characteristics – information and communication competence, information and digital competence, digital competence. Among the major international organizations, large corporations and projects that support the formation and development of human ability to use modern computer information technologies – the European Education Fund (ETF), the United Nations Educational, Scientific and Cultural Organization (UNESCO), European certification computer users (ECDL), Microsoft Corporation (MICROSOFT), Integrated Electronics Corporation (INTEL), etc.).

The concept of «digital competence» has appeared in the international recommendations and research by experts from the European Union. Already in 2013, the Joint Research Center (JRC) of the European Commission launched a research project to develop and publicize the digital competence system of citizens DigComp, and in 2016 published the Digital Competence Framework 2.0. (English, DigComp 2.0: The Digital Competence Framework for Citizens). Digital competence is defined in this document as the confident and thorough usage of information and communication technology (ICT) tools in areas such as work, employment, education, leisure, involvement and participation in society, which are vital for participation in daily social life, economic life [7, p. 195; 14]. International organizations have proclaimed the skills of the 21st century, among which digital competence is identified by the European Commission as an important component of information and professional culture of educators for innovation, participation in digital society and economic development [15].

**Results.** Including, the necessity mastering in teacher's digital competence The Joint Research Center (JRC) of the European Commission investigated a research project to develop and publish in 2013 the digital competence system of citizens DigComp.

The project was developed on the basis of consultations and active cooperation with a wide range of stakeholders in 2016. ODC has released the Digital Competence Framework 2.0. (English, DigComp 2.0: The Digital Competence Framework for

Citizens) [15]. The first level of demonstration of the was studied and updated Framework 2013 as a conceptual reference model, a benchmark that provides an opportunity to understand the concept of «digital competence», to determine its components and descriptors.

The document, which is mentioned above shows examples of the application of the Framework at European, national and regional levels. The framework is a product of joint activities of international organizations and various authors – experts, scientists, educators, civil society representatives of society. The justification for this document were experience and researches of educational systems of many countries, which collected training practices on the formation of digital skills and competencies of modern man for their application in the field of digital information technology.

The authors of the Framework note that since the first publication of DigComp in 2013, the evolution of digital technologies has undergone radical changes, new needs and requirements that are reflected in the dictionary of DigComp 2.0, related to the dynamic application of digital competence.

The dictionary describes terms such as: «content», «data», «digital communication», «digital content», «digital environment», «digital services», «digital technology», «digital media», «compliance rules», «privacy», «problem solving», «well-being», «social integration», «structured environment,« technological response / solution» [17].

The 2016 framework was updated and introduced in 2017 (DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use) [15]. The system of digital competence of citizens is built in five dimensions. Dimensions 1 and 2 were published in 2016 and are a DigComp conceptual reference model (dimension 1 is areas of competence defined as part of digital competence; dimension 2 is competence descriptors and names corresponding to areas. Dimension 3 covers 8 levels of learning outcomes (levels skills for each competence), dimension 4 – examples of knowledge, skills and attitudes, dimension 5 – examples of use, application of competence for different purposes. 3rd, 4th and 5th dimensions were updated and presented in 2017. The developers of the framework also provided a number of examples of the use of competence for various purposes in the educational process and for employment. Areas of digital competence include the following: 1) information and ability to work with data; 2) communication and cooperation; 3) creation of digital content; 4) security; 5) problem solving. The framework contains 21 descriptors for each industry [15; 17].

The developed document (DigComp 2.1) describes eight levels of mastery of each area of digital competence of the teacher at four generalized levels: basic (simple tasks – 2 sublayers), intermediate (1 – clearly defined, routine tasks; 2 – straightforward problems, tasks and clear identified and non-routine problems), higher (1 – various tasks and problems; 2 – the most relevant tasks), expert (1 – solving complex problems with limited solutions; 2 – solving complex problems with many interacting factors) [15, p. 195]. In 2017, the European Research Center of the EU launched the Digital Competence Framework for Educators (DigCompEdu), which provides tools for the development of digital competence of teachers from early childhood to higher

education and adult education (postgraduate education), including vocational education, education of people with special needs, non-formal forms of education [15, p. 195].

This framework covers the digital competence of the teacher and outlines six areas and 22 components. Among the areas outlined by the framework are: Area 1 – aimed at the professional environment and the use of digital technologies by educators in professional cooperation with colleagues, students, parents and other stakeholders for professional development and collective achievement of educational institutions; area 2 – competencies and qualities necessary for the efficient and responsible use, creation and exchange of digital resources for the educational process; Branch 3 is devoted to the management of the use of digital technologies in the educational process; Area 4 – use of digital strategies for evaluation; Industry 5 – focused on the capabilities of digital technologies to improve teaching and learning strategies; Branch 6 – provides a detailed description of the specific competencies of the teacher, which must be possessed to form the digital competence of students [15, p. 195].

It should be noted that the above framework is actively studied by Ukrainian scientists, some of the recommendations contained, taken into account by developers of modern standards and curricula for primary, primary and higher education and used today in developing curricula for higher education [11; 12; 13].

The concept of «digital competence» is defined by educators as: a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, worldview qualities, which determines the ability of teachers to successfully pursue professional activities and is the result of training at a certain level of higher education education [11; 12]; «Skills in the information and communication (digital) environment as a leading feature of digital literacy, socio-cultural component (new artifacts, new practices of digital culture with relevant values and personal experience)» education [3]. According to modern legislation, the concept of digital competence, includes information and media literacy, basics of programming, algorithmic thinking, ability to work with databases, Internet security and security skills, as well as understanding the ethics of working with information (copyright, intellectual property, etc.) education [15].

Scientists-educators claim that the totality of all knowledge, skills and abilities opens before the teacher of higher education such opportunities as: ability to carry out web design, develop presentations, use graphic programs, availability of information from online libraries, web browsers, programs Word, the use of virtual research laboratories, etc. education [11; 12; 14].

R. Gurevich education [3] and L. Penzay [12], studying the development of information and communication and media competencies of teachers in the international educational space, information and communication competence is considered as a complex concept, namely: a set of knowledge and understanding, skills and abilities, as well as personal attitudes and values of people in the field of ICT and the ability to autonomously and responsibly demonstrate them for practical, professional activities and lifelong learning [3; 12].



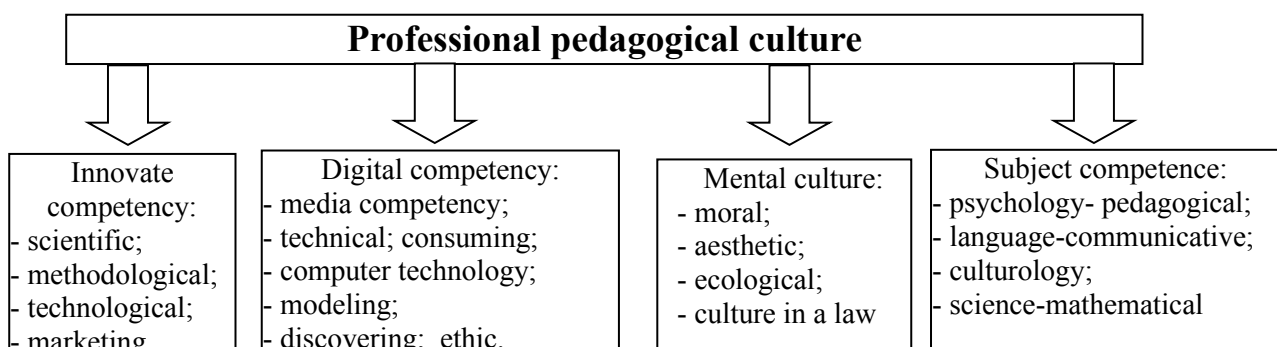
The Fundamentals of Standardization of Information and Communication Competences in the Education System of Ukraine stipulates that information and communication competence is the result of the ability and ability to obtain information from various sources in an understandable form; work with various information and critically evaluate them; to use information and communication technologies in professional activity; knowledge of the features of information flows in their field, the basics of ergonomics and information security, ICT functionality; specific skills in the use of computer technology and ICT; the attitude of the individual to the use of ICT for responsible social interaction and behavior [11, p. 26].

According to pedagogical scientists, information and communication competence of a teacher is a set of such competencies: technological (awareness of the computer as a universal automated workplace for any profession); algorithmic (awareness of the computer as a universal performer of algorithms and a universal means of constructing algorithms); model (awareness of the computer as a universal means of information modeling); research (awareness of the computer as a universal technical means of automation of educational research); methodological (awareness of the computer as the basis of intelligent technological environment) [11].

Currently, the following pedagogical competencies are considered to be indicators of a teacher's information competence: the presence of general ideas in the field of ICT development and use; availability of ideas about electronic educational resources; interface configuration and installation of appropriate software; ability to create multimedia learning tools in a PowerPoint environment; use the capabilities of the Microsoft Office package for the development of didactic materials in the subject area and working papers; ability to process graphic images; possession of basic Internet-services, technologies and basics of technology for building web-sites [6; 10].

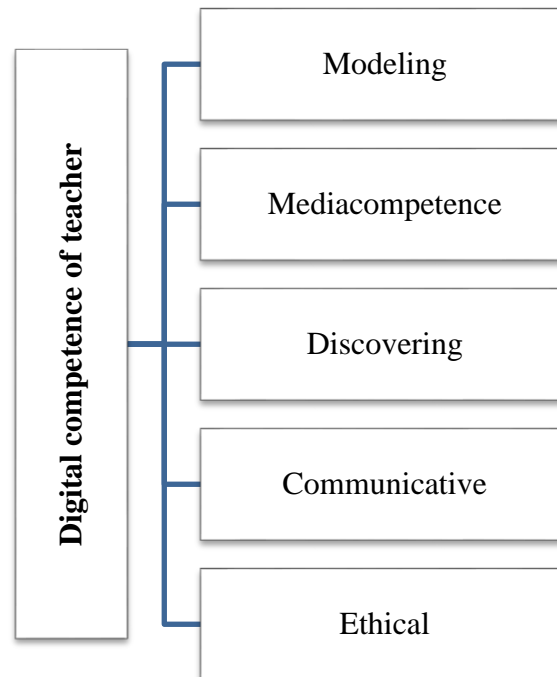
We are interpreting this concept, which is based on opinions of scientists on digital competence of teachers, explained as: a component of professional culture of teachers, based on personal abilities and acquired in the process of professional development skills aimed at effective and quality organization of educational process with free and competent application innovative computer, mobile and telecommunication technologies for training specialists in accordance with the requirements of the digital society.

**Discussion.** Determine the trending of digital competence in the structure of professional pedagogical culture (Fig. 1).



**Figure 1. Structure of professional pedagogical culture**

It should be considered structure of digital competence, as an aspect of Professional pedagogical displayed as scheme (Fig. 2).



**Figure 2. Components of digital competence of a teacher**

**Conclusion.** The results indicate that there is amount of approaches to determine digital competence as a component of professional culture of teachers in the use of innovative computer, mobile and telecommunications technologies in professional activities. At the same time, the definition of information and digital competence of modern teachers, formulated by foreign and native scientists, are typo-logically related and differ only in component structure.

In order for ICT to be really useful in pedagogical activities, it is necessary to take into account the following conditions, namely: professional readiness of teachers to use computer technology, their literacy in the use of software to work with information; taking into account the impact of computers on the health of teachers and students; availability of high-quality hardware and software; understanding the problems in this and supporting the management of educational institutions.

Readiness to master and use information technology is a psychological prerequisite for the formation of digital competence of teachers and requires specially organized quality motivational and educational activities among higher education educators, improving the material and technical base of higher education institutions, organizing appropriate training in ICT. Modification of professional training of teachers, development of norms of ICT competence in accordance with the state educational standards of higher education is the task of higher education institutions of Ukraine. Prospects for further implementation of ICT in pedagogical activities are the study of domestic and foreign experience in the development of digital competence as part of the professional culture of teachers. The growing role of ICT in the education

system and everyday life requires the formation of digital competence from the beginning of the formation of professional knowledge of future professionals.

This process is entrusted to the teacher as the main agent of action and the driving force of modern educational reforms. It provides a clear understanding not only of the components and characteristics of this category, but also the forms, methods and tools that contribute to the acquisition and further development of digital competence of teachers. The Digital Competence Framework for Society and the Digital Competence Framework for Teachers are today reference models developed by European countries to create a common language, scientific terminology and educational standards for the formation of digital competence of teachers in Ukraine.

They are used by most European countries to develop a strategy for the formation of digital competence, review and create appropriate curricula, continuous development and improvement of digital competence of teachers and support employment opportunities for future professionals. The main approaches outlined in the Framework are the basis of the concept and standards of the new Ukrainian school. Prospects for further research in the formation of digital competence according to the requirements of the digital society, in our opinion, are to further study the international experience of practical implementation of the Digital Competence Framework for Citizens and Teachers' Framework, analysis of opportunities for digital competence of teachers and higher education, new Ukrainian school.

**Author contributions.** The authors contributed equally.

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## CHAPTER 3

# THEORY AND METHODS OF VOCATIONAL EDUCATION

### THEORETICAL PRINCIPLES OF FORMATION OF ECOLOGICAL CULTURE OF FUTURE SPECIALISTS IN HIGHER EDUCATION INSTITUTIONS

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**Abstract.** *The article considers the issue of formation of ecological culture of future specialists in the process of study in higher education institutions. The urgency of the problem at the present stage of development of society is considered. The problem of greening of education is especially acute today, when hostilities are taking place in Ukraine, the infrastructure of industrial centers is being bombed, chemical industries are being destroyed, and lands are being clogged with explosive shells. Much attention is paid to studying ways to improve the training of future professionals in the field of ecology. Among such ways are: improving programs in academic disciplines by introducing environmental issues into their content. This contributes to better training of specialists with a high level of environmental culture. The incentive for this is to increase the requirements for professional training of future specialists in environmental issues. The concepts of «culture» and «ecological culture» are defined, which are decisive in the research process. It is shown that the state of ecology largely depends on the ecological culture of the individual, which is its integrated property. It consists of a system of knowledge, practical skills, beliefs and mastered norms of interaction with the environment. Three approaches to understanding culture were identified: dynamic-procedural, systemic and axiological. Based on them, the features of ecological culture are considered. It consists of the following elements: a system of knowledge, practical skills, beliefs and mastered norms of interaction with the environment; environmental law; environmental education. Environmental education is determined as a continuous process of education aimed at mastering systematic knowledge about the environment, skills and abilities of environmental protection, and the formation of a general ecological culture.*

*The main principles of environmental education are selected: interdisciplinary approach in the formation of environmental culture, systematic and continuous study of environmental material; the unity of intellectual and emotional-volitional foundations in the activities of students to study and improve the environment, the relationship of global, national and local history of environmental issues in the educational process.*

**Key words:** *future specialists, culture, components of culture, ecological culture, ecological education, functions of ecological education, principles of ecological education.*

**JEL Classification:** I0; I20

**Formulas:** 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 8

**Introduction.** Currently, the deteriorating ecology of the environment is of growing concern. This is indicated in the Concept of Sustainable Development of Ukraine, which presents the reasons for this situation: reckless use of natural resources (excluding the consequences of their use, which can lead to environmental destruction and human disease); low level of ecological knowledge of specialists and insufficient information of the population on the problem of ecology.

There are several ways to overcome these shortcomings. Among them are the following: raising public awareness of environmental issues by lecturing, conducting seminars; raising the level of knowledge on environmental issues of future specialists in various specialties; improvement of programs for future specialists in ecology, which will then be able to raise public awareness of environmental issues, the introduction of new technologies for the disposal of industrial waste, the use of waste-free production. This should be taught to future professionals while studying at a higher education institution.

**Literature review.** The urgency of the study is indicated by the works of scientists, in particular N. Avramenko, V. Hrubinka, M. Drobnokhod, O. Mateyuk, G. Pustovita, V. Yasvin. According to the analysis of the works of scientists (B. Lykhachev, I. Zverev, I. Surovegino, etc.) a more detailed study requires the formation of various components of environmental culture, the characteristics of which are presented in the works of E. Fleshar, N. Pustovita. Scientists understand ecological culture as a set of knowledge, skills, life experience, rules of human coexistence, norms of behavior. The system of formation of components of ecological culture of the future teacher is considered by L. Lukyanova, O. Mateyuk. The works of N. Lysenko, T. Ninova, G. Tarasenko are devoted to the improvement of the content and methods of forming the ecological culture of future teachers. The issue of formation of ecological culture of specialists of technical specialties is considered in the works of L. Bilyk, N. Chornovil.

The researched problem in foreign editions is considered in the works of A. Schweizer, B. Commoner, E. Pestel, A. Pechcha and others.

The problem of increasing knowledge on the implementation of a waste-free manufacturing process was raised in the works of V. Prusak. All the works point out the importance of forming the ecological culture of future specialists and the need for a detailed study of the problem.

**Aims.** The purpose of the article is to study the theoretical foundations of environmental education and culture and ways to increase the level of environmental culture.

**Methods.** Methods used to study the state of research and determine the main directions of further research: analysis, synthesis, modeling. Methods used in order to study the readiness of ecological culture of future specialists: surveys, questionnaires,

testing. Methods of mathematical statistics were used to determine the effectiveness of the study.

**Results.** Based on the analysis of the works of scientists on the formation of environmental culture of future professionals, it was concluded that this issue is relevant for professionals in various fields. This is happening due to the rapid development of society, which involves the introduction of new technologies in production processes, which are not always sufficiently tested, and therefore sometimes harm the environment and, consequently, man. Therefore, the requirements for the training of specialists in ecology in various specialties are increasing.

The research examines ways to increase the level of environmental culture of future professionals. The need to improve curricula by including environmental issues was identified. This contributes to better training of specialists with a high level of environmental knowledge, which is stimulated by increased requirements for the professionalism of environmental professionals, based on modern criteria for assessing the quality of knowledge and readiness for professional activities using environmental knowledge in everyday life.

According to academician B. Likhachev, the ecological culture of a person is «organically connected with the person as a whole». It arises as a new mental education, which is seen as a unity of accordingly developed consciousness and emotional and mental states. The core of this consciousness is a specially oriented mental analytical-synthesizing ability of man, which guarantees scientifically-based inclusion in nature, society, meaning the preservation of their balance [1].

The relevance of the problem is due to legal documents: Law of Ukraine «On Environmental Protection», Law of Ukraine «On Environmental Emergency Zone», the Concept of Environmental Education in Ukraine, approved by the Board of the Ministry of Education and Science of Ukraine N13 / 6-19 from 20.12. 2001 [2; 3].

The issue of development of methodological bases of ecological education and its continuity should be present in the state educational programs of higher education institutions.

Currently, the concept of culture is considered on the basis of methodological approaches. Three approaches to understanding culture were identified. The first approach (dynamic-procedural) takes into account the dynamic nature of culture as a result of human development. The second approach (systematic) reflects the system of shaping the beginnings of activity. The third approach (axiological) is considered as a system of values [4].

A detailed analysis of these approaches provided an opportunity to move from the concept of «culture» to the concept of «ecological culture». The following provisions were used:

- culture is an «ordered system of information transmitted through social channels and encodes the behavioral and cognitive characteristics of social groups, including aspects such as attitudes, knowledge, beliefs, skills, abilities» [5];
- culture is seen as a specific human trait of interaction with the environment;
- culture as the content of civilization reflects its basic traditions [4].

Ecological culture is a part of general educational culture, which influences the degree of solving of ecological problems of mankind. The state of ecology largely depends on the ecological culture of the individual, which is an integrated property of the individual. It consists of a system of knowledge, practical skills, beliefs and mastered norms of interaction with the environment. This is the first element of ecological culture.

The second element of environmental culture is environmental law. Based on it, the interdependence between anthropogenic loads and the negative consequences of such influences is established [6].

The third element is environmental education. Environmental education is a set of the following components: environmental knowledge, environmental thinking, environmental worldview, environmental ethics, environmental culture. Environmental education is «a continuous process of education aimed at mastering systematic knowledge of the environment, skills and abilities of environmental protection, and the formation of a general environmental culture» [7].

Consider in more detail the characteristics of environmental education. The functions of environmental education include:

- organization of harmonious relations between society and nature;
- ability to predict the negative consequences of human activities, production processes;
- management of society's attitude to nature in the process of economic activity [8].

It is determined that the following components should be present in the content of environmental education

- scientific knowledge related to the relationship in the system «man - society»;
- knowledge of appropriate ways of personality in the natural environment;
- experience of practical environmental activities [9].

Every education is based on certain principles and approaches. The main principles for environmental education are: scientific, systematic, continuity, complexity, purposefulness, unity of the environment, inseparable connection of its components, interdependence of natural processes, connection of theory with practice.

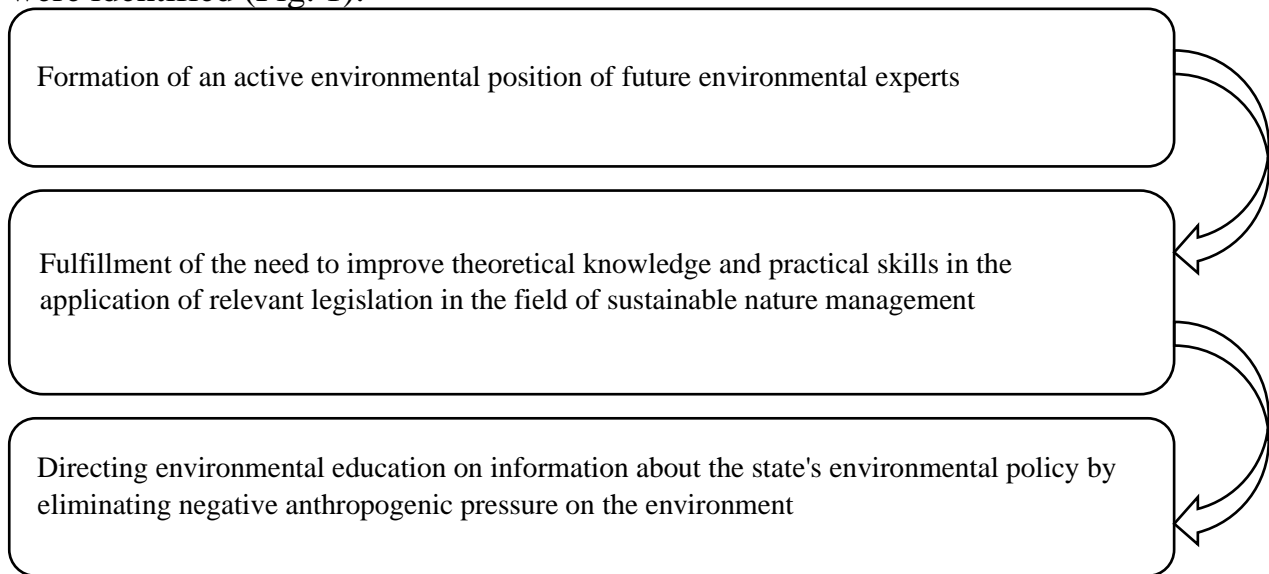
Among the approaches we define: interdisciplinary, praxeological, axiological, acmeological, professional. These approaches determine the content of environmental education.

Following the principles of didactics and methodological approaches improves the quality of formation of environmental competence of future professionals.

In his works on the problem of ecology M. Kupchak identifies the main components of the system of environmental education and, among which are its formal and informal parts. Different in methodology and forms, they are subject to a common goal - the training of highly qualified professionals who «will skillfully, competently and timely understand, identify and optimally address environmental and socio-economic problems at the national and local levels with the help of scientific knowledge of biosphere development processes» [10].



Based on the analysis of literature sources, the main directions of the impact of environmental education on the environmental consciousness of future professionals were identified (Fig. 1).



**Figure 1. Directions of development of ecological education [10]**

The presented scheme indicates the continuity of the process of environmental education and upbringing.

Other scholars identify three significantly different areas of environmental education. The first direction is defined as ideological. It is a continuation of the educational direction, the foundations of which are laid in the secondary school. This indicates that regardless of the profession chosen by the future specialist, he must have the basics of environmental knowledge, the necessary worldview and rationalist vision of man in the biosphere.

The second direction is the ecological professionalism of the future specialist. It is related to the nature of the future activities of the specialist, his ability to make the most appropriate decisions and be responsible for their results. Such training should be completely different in higher education institutions of different profiles.

The third area of activity is related to the need to train professionals who are ready to show their activities in different situations (i.e. to be professionally creative specialists) [11].

Based on these materials, we concluded that environmental education is the result of mastering the system of environmental knowledge, values and motivations, skills, abilities and experience of cognitive and practical activities in nature protection.

Analysis of literature sources allowed to determine the basic principles of environmental education:

- interdisciplinary approach in the formation of environmental culture;
- systematic and continuous study of environmental material;
- the unity of intellectual and emotional-volitional foundations in the activities of students to study and improve the environment;

- the relationship of global, national and local history disclosure of environmental problems in the educational process.

Scientists define ecological culture «as a relatively independent type of cultural activity that arose at a certain stage of development of society and is an organic part of world culture» [12].

According to B. Likhachev, ecological culture should be considered from different angles: as a result of human activities to transform the natural environment in accordance with physiological and social needs; as a characteristic of the level of ecological consciousness in social representatives, which reflects the attitude to the natural environment as a vital ecological value. Ecological culture is the creative activity of people in relation to the ecological assimilation of the natural environment, in the process of which ecological values are carried out, preserved, distributed and consumed [1].

I. Zverev believes that the concept of «ecological culture» applies to all spheres of material and spiritual life of our society, each person and is expressed in such scientific and practical activities that preserve and enrich the environment, create favorable conditions for human life, and its comprehensive development and improvement [13].

Based on the above characteristics, it was found that the most important indicator of environmental culture is the recognition of multifaceted material, ethical, aesthetic and cognitive value of nature [14].

Summarizing the presentation in the pedagogical literature it is shown that the ecological culture of the individual is a holistic system of interrelated elements: environmental knowledge, values, regulations, practice; environmental thinking, which establishes cause-and-effect, prognostic and other types of relationships, which contributes to the understanding of the causes and ways to solve environmental problems. Manifestation of ecological culture of the individual is environmentally responsible activities.

**Discussion.** At the beginning of the study, we aimed to determine the state of motivation of students to participate in solving environmental problems.

A survey of students and cadets in whose teachers are co-authors of the article was conducted. Total number of participants 126.

Questionary.

1. Do you consider it appropriate to participate in environmental protection?
2. What is your expediency of inclusion of questions of ecological maintenance in curricula of profile disciplines.
3. What environmental issues concern you the most?
4. Is there a need to introduce special seminars on ecology in the educational process?
5. What topics do you want to study further?
6. What forms of classes are most interesting for you?
7. What is your attitude to self-study of environmental issues?
8. What ways to improve the quality of training do you think are necessary?

9. What preventive work on environmental issues will you be able to carry out during your lifetime?

10. What is your opinion on the readiness of specialists of various profiles to solve the problems of the environmental plan?

According to the results of the survey, we concluded that:

Environmental issues concern all respondents.

73.01% of participants will take part in solving environmental problems; 15.80% - undecided; 11.19 do not see themselves in the role of protector of nature.

The most worrying problems are: contamination with industrial waste, insufficient number of waste processing plants, lack of clear waste sorting, small number of non-waste productions, insufficient level of ecological culture of the population.

There is a need to introduce special seminars on environmental issues in the educational process.

The most interesting forms of classes are lectures-talks, excursions, writing essays, and the development of computer games.

65.07% of respondents chose an independent form of work, 17.46% under the guidance of a teacher, and 17.46% do not intend to work independently.

According to the respondents, expedient and effective ways to improve the readiness for environmental work with the population should be: increasing the number of hours to study environmental issues, the introduction of information and communication technologies in the educational process, and field trips.

During our lives we will be able to hold preventive talks, set our own example of environmental protection.

Specialists of various profiles are not ready enough to preserve the environment.

These results made it possible to determine the need to increase the level of readiness of specialists in various fields to solve environmental problems.

**Conclusions.** Analysis of ways to introduce environmental issues in the curriculum of professional disciplines, webinars, theoretical material on environmental issues showed an insufficient level of environmental culture of specialists in various fields. Therefore, there is a need to improve the learning process. Further research will focus on identifying and identifying components of environmental culture: design, gnostic, communicative.

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## PROFESSIONAL TRAINING OF MUSIC EDUCATION SPECIALISTS: PROBLEMS

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**Abstract.** *At the current stage of the development of society in the conditions of reform and improvement of higher pedagogical education systems in Ukraine, there is a need to actively search for new reserves of high-quality training of specialists capable of advanced professional improvement in accordance with the requirements of a specific professional orientation. Music-pedagogical education does not become an exception.*

*The analysis of the work practices of art faculties of pedagogical universities allows us to assert that professional training of students is one of the components of comprehensive personality development in higher education. It is aimed at studying the complex of humanities and social sciences. But the professional orientation, the priority of special knowledge and skills is dominant in the training of a future music teacher.*

*Objective reality prompts and motivates to pay more attention to the problems of training music education specialists. Since musical pedagogy has its own special and specific place in the development of Ukrainian education and culture. To find new methods of modernizing and improving the training of musical art specialists based on the identification, analysis and research of problems in the training of musical pedagogy specialists.*

*When writing the article, I would like to investigate the problems of modern music education, I was interested in the collections of Ukrainian scientific journals, where a large number of musician-researchers shed light on the problems of professional training of music specialists.*

**Key words:** *professional training, musical pedagogy, problems, specificity, research activity.*

**JEL Classification:** I0; I20

**Formulas:** 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 8

**Introduction.** Today, the system of musical education, thanks to which the training of musicians, musicologists, teachers of musical art is implemented, is a specific educational link. Its basis includes artistic and creative, musical activity, musical and pedagogical activity.

If we compare music-pedagogical education, the task of which is to train music teachers for general education institutions, with classical music education, which deals with specialists of artistic organizations (concert associations and collectives, theater, philharmonic) and their educational institutions (conservatories, music schools, etc.), then the training of music teachers for general education institutions has a different specificity.

The issue of training pedagogical personnel for work in the school education system is covered in the scientific and methodological works of theorists and practitioners of music pedagogy O. Oleksyuk, G. Padalky and others. Available studies reveal the significance of the problems of training qualified specialists in the field of musical and pedagogical education. This actualizes further analysis of conceptual foundations, theoretical and practical aspects of professional training of future music teachers [7].

The current leading trends in the development of music and pedagogical education dictate the ways of its modernization in the direction of humanization and increased attention to the personality of the future music teacher, who is able to defend spiritual values and promote the heritage of world and domestic musical culture [4, p. 60]. Already today, the professional training of a music teacher requires a combination of the ability to independently acquire knowledge with the ability to analyze, critically evaluate information, make choices and give preference to important, new knowledge and ideas, and effectively apply them in practice.

The relevance of studying the problems of training future teachers of music education is determined by various factors. Researching problems both theoretically and practically will increase the level of quality of professional training.

The success of solving these issues depends on the pedagogical conditions, which are determined by the essence and content of professional training, the features of art education and make it possible to effectively build the process of forming the instrumental and performing, pedagogical competence of future teachers of music education. Improvement of training systems based on solving current problems enables the implementation of innovative approaches to the process of training future professional qualified personnel.

Therefore, by studying the problems of professional training of music education specialists, it is possible to acquire relevant skills, to be more mobile in the field of music education.

**Literature review.** The analysis of pedagogical and musical literature proves that attention is paid to the professional training of music specialists. E. Abdullin, O. Apraksina, D. Kabalevskiy, O. Oleksyuk, G. Padalka, O. Rostovskyi, O. Rudnytska, I. Gadalova and others raised the issue of professional training of future music teachers in theoretical and practical aspects; instrumental and performing training was reflected in the works of N. Bila, I. Mostova, V. Mutsmacher, H. Tsypin and others.

Articles in Ukrainian scientific journals were used and attention was focused on L. Vojevicko, H. Stets, S. Kishakevich and L. Honcharenko.

Methods of musical education in schools were created (O. Apraksina, I. Gadalova, O. Lobova and others), methodical and pedagogical systems for the formation of musical cultures of pupils/students (H. Padalka, D. Kabalevsky and others).

The analysis of the scientific and methodological ideas of famous teachers indicates that researchers associate the improvement of professional training with the search for new forms and methods of teaching students.

**Aims.** The purpose of the article is to reveal the peculiarities of the training of future teachers of music education, to consider the specifics of music education, and to outline the range of problems associated with its professional training.

**Methods.** When writing the article, general scientific research methods, empirical (description) and theoretical (analysis, generalization, explanation, etc.) were used.

**Results.** The profession of a music teacher for a general secondary education institution, as noted by L. Vojevicko, combines the features and skills of a teacher-educator, teacher-communicator, teacher-conductor (head of a choir, ensemble, studio,

hub), teacher-illustrator, teacher-vocalist, lecturer-musicologist, bearer of spiritual culture and aesthetic taste [1, p. 212].

According to the researcher, the problem of raising the level of professional training of higher education students largely depends on musical and theoretical training aimed at various types of musical and creative activities, which are important for the theory and practice of professional development of future music teachers for general secondary education institutions [1, p. 215].

The professional training of the future music teacher acts as the ability of the individual to absorb the results of training, education and development in institutions of higher education: knowledge, skills, competences and personal qualities necessary for the performance of professional activities in accordance with social requirements and value orientations. The level of professional training characterizes the degree of preparedness of a student for music-pedagogical work in an educational institution, acts as a prerequisite for the effectiveness of his pedagogical activity, which becomes a link for improving acquired intellectual and practical experience, finding effective ways of forming a music teacher. As L. Voevidko points out, the development of students' professional intellectual and creative potential, the development of skills related to the practical use of acquired knowledge, in our opinion, is one of the important and *urgent problems* of modern national education in the conditions of the functioning of the Ukrainian school [1, p. 213].

This opinion is also supported by H. Stets and S. Kishakevich, that a modern music teacher needs to be well-educated in various ways, to have a good command of an instrument for working with student instrumental groups [2, p.121].

The problems of training instrumental class specialists are described by L. Goncharenko, associate professor of the department of music-theoretical and instrumental disciplines of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University.

"Music is the art of sounds. They are the "matter" from which a musical work is built" [4, p. 62].

Quoting the researcher, we note that "sound" quality and work on it is one of the important aspects of the teacher-instrumentalist who must possess a high-quality instrument. In my experience, many students do not pay enough attention to sound and sound production.

With high-quality sound, you can sense the "living content of the work, its figurative essence. Understanding the work helps to recognize new genres and styles of music. In modern music pedagogy, it is generally recognized that the personality of a musician develops, is formed and is realized in the course of "artistic interpretation through artistic interpretation" (O. Oleksyuk) [5].

It is traditionally believed that artistic interpretation is primarily the result of mental activity, since the creative essence of performance interpretation consists in understanding the content of a musical work and implementing this understanding in performance. But understanding the meaning of a musical work is impossible if only rational knowledge is used. The performer of the interpreter "needs a synthesis of living perception and understanding" (G. Neuhaus) [6].

The root factor of musical training is the practice and experience of a teacher who will use his example to convey musical basics. In the same way, the student must gain experience, conduct events to gain it (concerts, exams, academic concerts).

According to such researchers as O. Oleksyuk, G. Padalka, O. Rostovskyi, O. Rudnytska, I. Gadaloova, the personal approach of the students is an important factor. The researchers created methods and approaches for extracurricular music classes. The value of this process is the collective practice of music under modern conditions, i.e., their special feature is a personal approach.

In the context of the personal approach, S. Horbenko's article "Methods of musical education" is interesting, in which the current problems of training a future music teacher based on a personal approach are considered. According to the author, the personally-oriented approach contributes to the active stimulation of students to musical self-development and self-expression in modern and future life activities. The basis of the organization of personal-oriented musical education is creativity, actualization of students' life experience, consideration of their interests, abilities, character of musical thinking and differentiation of educational musical material [3].

I cannot but pay attention to the conditions and mental state of the individual, his thoughts and feelings, which contribute to the formation of personal qualities. As Horbenko O. notes, this led to the identification of two subsystems:

1. Pedagogical influence of the teacher on the student as an external condition (use of appropriate technologies of pedagogical influence).

2. Independent activity as an external condition, which in general make up a mutually determined and interconnected whole system, which constitutes the joint activity of a teacher and a student.

By pedagogical conditions, we understand the creation of external conditions that are aimed specifically at the student's personality, condition and cause his qualitative changes. These conditions define:

– Creating an artistic and creative environment on the basis of competent, personally oriented and developmental education.

– The use of dialogic and problem-dialogical communication in the process of forming the artistic and performing competence of the future music teacher.

– The use of individually differentiated and variable approaches in the process of forming the artistic interpretation skills of the future music teacher.

– Ensuring the priority of artistic and practical activities.

**Discussion.** Education cannot stand aside from the latest processes, new and new technologies are being created everywhere, for quality on comfort and quality of self-improvement. Computer technologies are introduced in the field of music education to improve qualified personnel. These technologies help to attend various seminars, webinars, trainings, and participate in master classes. To develop a theoretical and methodological base, to create new social art projects and acquaintances not only on the territory of our country but also abroad. Against this background, prospects for self-realization as a specialist in musical art are growing.



The Ukrainian educational school is developing and intertwined with the European school. Important attention is paid to the study of foreign languages for the integration of European professional educational norms.

On the basis of the study of the problems of professional training, the necessary and actual tasks for future specialists in music education are formed:

- the formation of students' knowledge about the modern principles and provisions of musical pedagogy and education, the development of abilities for cooperation and active interaction in the process of musical education of schoolchildren;

- improving the skills of methodical, musical-educational and verbal-figurative training, the ability to build a musical lesson taking into account the requirements of the curriculum and the specifics of age and psychological-pedagogical competences;

- actualization of the need for professional self-development, formation of the foundations for creating one's own pedagogical style, filling it with the content of creative growth, not being afraid to experiment in pedagogical activities. Attend various seminars, webinars, trainings, participating in master classes;

- development of skills in the application of modern approaches and educational technologies of teaching in institutions of general secondary education;

- to carry out additional extracurricular activities, for collective learning, to create new educational groups (if there is adequate support), to create new events (report concerts, academic concerts, competitions, festivals).

**Conclusions.** Summarizing the above, we can say that a modern music teacher should be versatile and educated: be well-versed in an instrument – to work with students, be knowledgeable in the field of application of modern information technologies, because this is required today; to constantly improve by attending various seminars, webinars, trainings, participating in master classes, etc. Self-criticism, adaptation to the situation, not being afraid to experiment – maybe these are the factors of a modern professional teacher of modern musical art?

Therefore, the training of professional specialists in musical art is a specific task, a large number of articles, scientific works and manuals have been created, but over time new problems appear in the training of qualified personnel. Therefore, in this specialty it is necessary to always be mobile, knowledgeable, experienced – relevant in your field of activity.

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## SPECIALTYES OF FORMATION OF ETHNOCULTURAL COMPETENCE OF FUTURE PHILOLOGISTS IN HIGHER EDUCATION INSTITUTION

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**Abstract.** A young man needs to learn the ability to analyze and evaluate the national culture achievements, to know the ethno-cultural space of the nation. Young generation of Ukrainians will be able to prepare a philologist who will have a high level of ethnocultural competence. In the new educational documents, the cultural competence is among the key competences of the teacher-philologist. This competence implies teacher's knowledge of the vocabulary with the national-cultural component, the names of objects and phenomena of traditional Ukrainian life, customs, traditions, folk art. Among the key competences of a secondary school graduate we take into account the general cultural competence, the structure of which is dominated by ethno-cultural one. The ethnocultural competence of the person includes knowledge of a considerable number of elements of ethnic culture, ranging from elementary non-verbal communication (gestures, rhythms, poses, facial expressions, glances) to generalizing moral and legal norms, customs. In the above-mentioned cultural competence of a teacher-philologist, we also single out such component such the ethnocultural competence, which will indicate its ability to perceive itself as a carrier of a particular ethnoculture. The process of ethnocultural competence formation does not end with the school graduation, but happens throughout the life of a person. However, a certain degree of its formation during school years plays an important role in the personality formation. Therefore, higher education institution should direct its educational work on the formation of the ethnocultural competence of the future teacher-philologist, which will depend on the level of formation of such competence of the students, and later of the next generations of Ukrainians. This work provides for the future philologists obtaining the objective knowledge of Ukrainian ethnic culture, spiritual and moral values and mental features of the Ukrainian nation.

**Keywords:** cultural competence, general cultural competence, ethnocultural competence, ethnoculture, process of formation, future teachers-philologists.

**JEL Classification:** I0; I20

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**Introduction.** Every year, globalization permeates deeper into all aspects and areas of our lives, including education. The orientation of the national education system towards better, more progressive, better in educational models, of course, as positive phenomenon. At the same time, globalization processes in education exacerbate the problem of ethno-identity of the individual, the whole nation and its cultural traditions. Therefore, an extremely important task of our education to save ethnocultural identity of every nation and realize the greater importance of own ethno-national values among the world and the possibilities of influence on future.

Given that each individual is individual and unique in their own cultural development, the general cultural competence is the cultural basis that unites all

manifestations of the human in man, regardless of national and social status.

Any changes in education must become all social programs, economic reform of the country and, moreover, the prerequisites for their effectiveness. The modern school does not sufficiently develop the skills needed by its graduates to determine themselves in the world, to make informed decisions about their future, to be active and mobile actors in the labor market. Therefore, the teacher must refocus and refocus students on active participation in the educational process, on research and creative work, on their future professional self-determination, on mastering the competencies they will need in adult life and in their chosen profession.

An essential feature of culture is the national component, ethnic characteristics, the idea of nationality, its origins on the basis of native language, history, Ukrainian studies, ethnology and nationalism. The peculiarity of ethnocultural education is the multifaceted nature of its content, which allows to study the problems of ethnocultural nature in the complex of educational humanities [8].

It is about mastering the ability of a young person to analyze and evaluate the achievements of national culture, navigate in the ethnocultural space of the nation, to understand the national spiritual and moral foundations of human life. Such a young generation of Ukrainians will be able to prepare a teacher of philology, who will form the necessary professional competencies, and, above all, ethnocultural competence.

**Literature Review.** A whole amount of scientists studied some aspects of this problem. The problem of ethnocultural training of future teachers was raised by O. Batukhtina, G. Vorobey, R. Druzhnenko, T. Dyachenko, J. Zhuretsky, T. Zyakun, V. Komissarov, O. Kuzyk, I. Lebid, V. Musienko, G. Filipchuk and etc.

Traditions of Ukrainian ethnoculture, in particular, Ukrainian ethnopedagogy as its component, as well as problems of formation of national identity, self-consciousness were studied by R. Abdyraimova, S. Borisova, R. Bereza, O. Gevko, O. Krasovska, L. Kunenko, N. Meshcheryakova, V. Nikolaev, R. Osipets, L. Palamarchuk, Y. Rudenko, L. Severinova, D. Thorzhevsky, M. Chepil, O. Khoruzha and others.

Scientists S. Vitvytska, L. Dolhova, O. Dubaseniuk, T. Ivanova, M. Kagan, O. Lokshina, O. Ovcharuk, O. Pometun and others have carried out and continue to carry out a lot of research on the problems of competence approach, cultural and ethnocultural competence and their components.

Cultural training of future teachers was the subject of research by Z. Donets, N. Yemelyanova, L. Kondratskaya, S. Kramskaya, L. Nastenko, N. Sivachuk and others; ethnocultural education and ethnocultural competence – T. Nosachenko and O. Tsyunyak; V. Kosychenko, N. Kuzan, Yu. Ledniak, V. Lysak and others studied the consideration of regional peculiarities of ethnoculture in the educational space. M. Dauvrin and V. Lorant [5], N. Belova and E. Kashkareva [1], V. A. Honcharuk and V. V. Honcharuk [4], studied the problem of cultural and culturological competence of various specialists among foreign researchers, Zinchenko, V., Udovychenko, L., Maksymenko, A., Gevorgian, K., Nesterenko, T., Honcharuk, V. [7] studied the problem of formation of future philologists.

Analysis of the scientific and source base and experience of practical work in higher education institutions of Ukraine gives grounds to say that at the present stage

of development of pedagogical science there are no comprehensive studies on the formation of ethnocultural competence of future teachers of philology in higher education.

**Aims.** The aim of research identify and substantiate the theoretical foundations of the formation of ethnocultural competence in teachers of philology in higher education institutions.

**Methods.** The institution of higher education has always prepared and is preparing a connoisseur, a professional, an intellectual, but with a mandatory affiliation to culture. The intelligence of a teacher determines the level of his general culture (language, behavior, values), which is based primarily on the assimilation of the heritage of their own national culture.

According to E. Syavavko, human intelligence is manifested in spirituality, which is fixed in the native faith, traditions, customs, folk art, in the system of interaction with the natural environment. E. Syavavko claims: «Ukrainian intellectuals have always been characterized by inseparable unity with the culture of their people. In it he found inspiration for creativity, in its multiplication he saw his vocation» [12, p. 213].

According to the new documents in the field of higher education, the key competencies of a teacher of philology include cultural competence, the need for which is due to the fact that the teacher is an constantly active participant in the process of communication, a bearer and representative of their own culture, expressed primarily in language. This competence involves the teacher's knowledge of vocabulary with a national and cultural component, the names of objects and phenomena of traditional Ukrainian life, customs, rituals, folk art and more.

Due to studies, it's considered, that the culturological competence of the future teacher-philologist to be the basis for the implementation of quality professional activity, the formation of a cultural-speaking personality.

The component of professional training of the future teacher and his linguistic and culturological competence should be Ukrainian cultural studies, which, according to V. Zarytska, allows «through ethnoculture, ethnopedagogy, ethnopsychology, ethno-linguistic pedagogy, ethno-linguistic didactics, especially, linguistic picture of the world, to better understand the Ukrainian-speaking picture of the world in comparison with the national-linguistic picture of the world of other nations» [6, p. 92].

O. Semenog in the monograph «Professional training of future teachers of Ukrainian language and literature» focuses on the cultural competence of the teacher of philology, which is realized in knowledge of material and spiritual culture, historical development of the Ukrainian nation, folklore, traditions, customs and rituals of native people cultural knowledge in professional activities [11, p. 34].

Have analyzed characteristics of professional competencies, it becomes clear that in the culturological competence of a teacher of philology should distinguish ethnocultural as its component, which will indicate his ability to «realize himself as a bearer of a particular ethnoculture, nationally conscious personality» [3, p. 27].

Ethnoculture concentrates a diverse range of manifestations of ethnic characteristics, integrates, preserves, reproduces and, consequently, transforms the achievements of different spheres of activity (spiritual, economic, etc.) of a particular

people, which accumulate over time by a community.

B. Forest explains this concept: «It is a culture, the primary source of which is the collective creativity of the community, which includes lifestyle, worldview, language, folk art. In modern societies, ethnoculture does not exist separately from professional («high») culture and is a component of it; this component in the form «Ethnic core» largely determines the identity of national culture in modern states. In the broadest sense, ethnoculture is «The world of life», which embraces everything that the community collectively creates (in addition to the natural environment): behavior, social institutions, production, language, ethnic symbols, myths, rituals, art, etc.» [9].

**Results.** Resorting to similar considerations when analyzing the key educational competencies of a high school graduate. Among them we will single out general cultural competence, an important component of which is ethnocultural.

General cultural competence is knowledge of the peculiarities of national and universal culture, spiritual and moral foundations of human life and humanity, nations in particular, culturological foundations of family, social, social phenomena and traditions, the role of science and religion in human life, their impact on the world; competences in the domestic and cultural and leisure spheres, for example, possession of effective ways of organizing free time; the student's experience of mastering the scientific picture of the world, which extends to the culturological and general cultural understanding of the world.

Ethnocultural competence, according to M. Shulga, is a personal quality that is formed as a result of purposeful and spontaneous, organized and spontaneous assimilation of human (in the process of socialization) culture of his people in all its manifestations: traditional, folklore, professional, scientific and empirical knowledge, on the emotional and rational levels [14].

Ethnocultural competence of the individual includes primarily knowledge of a huge layer of elements of ethnic culture, from basic nonverbal communication (gestures, rhythms, postures, facial expressions, facial expressions) to generalizing moral and legal norms, customs that organize the life of groups and community as a whole. Ethnic knowledge consists of a straight line information about people, nature, society and their relationships, as well as ideas about meanings and meanings encoded in «ciphers», signs, symbols, points of social space.

Ethnoculturally competent is a person who is freely oriented in the world of cultural values of a particular people, who freely understands the language of this culture and is free to create in this language. It consciously interacts with culturally significant objects, creates a complex, rich in various connections, socio-cultural space. The more competent a person is, the more voluminous this space becomes «Layer» of time (present and past) is actualized in it [14].

Ethnocultural competence of the individual has a complex and detailed structure, so the process of its formation is gradual and long. It does not end with the end of school, but occurs throughout a person's life [13]. But it is clear that a certain degree of formation of ethnocultural competence in the school years will be decisive in the formation of personality, its determination of priorities in the next stages of life. This can be achieved by implementing a well-thought-out, theoretically sound, well-

established and practically tested structural and functional model of formation of ethnocultural competence of future teachers of philology in higher education institutions.

Nowadays, a teacher of philology should not just be a repeater of knowledge in academic subjects, but should promote the creative self-realization of each student in educational and research activities, be able to prepare him for life in modern socio-economic conditions.

Professional training of future teachers of philology should be aimed at their personal and professional self-development, the formation of non-standard thinking, creative approach to work, developing their own methodological style. The institution of higher education should become the main center for the formation of ethnocultural competence of the future teacher-philologist, to ensure the successful passage of his own trajectory of professional development and ethnocultural self-determination.

The process of formation of ethnocultural competence involves the acquisition of future teachers of philology objective knowledge and ideas about the Ukrainian ethnic culture, history of the native land, spiritual and moral values and mental characteristics of the Ukrainian nation. Such teachers should be educated as nationally conscious citizens who are able to adequately assess themselves in Ukraine and Ukraine in themselves, become researchers of Ukrainian culture, propagandists and promoters of ethnocultural achievements of Ukrainians in the world.

The high level of ethnocultural competence of future teachers of philology in higher education institutions will testify to their readiness to teach and educate students on the basis of national tolerance, with the obligatory preservation of the values of Ukrainian ethnic culture.

Ethnocultural competence of an individual is a consequence and condition of ethnocultural environment, an integral element of real existence, the existence of ethnic culture. It consists not only in the ability to communicate in the world of objects, their correct decoding and encoding. It includes communicative competence, which consists in the ability to operate with objects, as well as in the acts of choosing and giving preferences in the world of cultural values. In the system of communication, a person can be seen as a sign. Skills, abilities, ability to automatically «read» other people as representatives of a particular nation – one of the integrative indicators of ethnocultural competence of the individual.

Thus, the ethnocultural competence of the individual allows him to navigate freely in society, consciously build behavior within the culture and at the same time feel its boundaries, edge, end and beginning of the world of another culture [14].

According to O. Berezyuk, ethnocultural competence includes the following components that are integrated with each other: the first group of factors forms the material sphere of culture (folk architecture, clothing, creative activities); the second group of factors is related to the sphere of spiritual activity of the people (language, oral folk art, folk art, etc.); third group factors associated with the most complex and ultimately uncertain phenomenon (mentality of the people or ethnopsychological features of the ethnos) [2, p. 14].

The formation of ethnocultural competence in a certain ethnic group can be

evidenced by mastering ethnoculture, which appears in the form of inherited from previous generations synthesis of traditions of social life and ways of communication, features of farming and living, specific worldviews and beliefs, material and spiritual values, customs and traditions.

According to B. Savchuk, the above synthesis determines the lifestyle of the ethnos, performing the following important functions: identification, communicative-integrative (transmission of ethnocultural information in the diachronic (between generations) and synchronous planes, which contributes to community consolidation and preservation of its identity); reproductive (quantitative and qualitative – material and spiritual – reproduction of the ethnic community); normative; cognitive-instrumental (change and improvement of the ethnic picture of the world through its creation and understanding) [10, p. 236].

**Discussion.** This can be achieved by introducing into the curriculum of the humanities the topics of culture, ethnography, history of the native land, the basics of state formation, the formation of national consciousness. In Ukrainian literature classes, for example, it is necessary to create conditions for the formation of this competence by studying topics related to national self-identification, awareness of the young person as an important part of his genetically native people, interest in his past, customs and traditions, folklore.

**Conclusion.** Thus, the priority of modern education is to train a creative, active, thoughtful and determined teacher who is able to navigate many important issues of the present, make predictions for the future and at the same time explore, record and enrich the original ethnocultural heritage of Ukrainians. Because it is necessary to create new cultural values, to establish new social ideals, to develop artistic preferences of the modern generation of young people on the ethnocultural heritage already created for thousands of years.

Ethnocultural competence emphasizes ethnic (national) cultural manifestations, adjusts the individual to perceive the language of their ethnic group, to understand ethnically marked units, to identify with the bearer of ethnic traditions and customs, determines its behavior and way of thinking according to existing stereotypes.

Thus, in the course of our research we found that the ethnocultural competence of a teacher of philology is an integrative quality, which is determined by:

- possession of national and cultural knowledge (traditions, realities, customs, spiritual values of their people); knowledge of the language of their nation, possession of the richness of its means of expression;

- awareness of oneself as a real carrier of Ukrainian ethnoculture;

- skills not only to operate with them, but also to pass them on to students;

- ability to produce speech in different life situations;

- awareness of the phenomenon of Ukraine and its culture in the world;

- ability to find the components of spiritual and material culture of Ukrainians recorded in the language, ethnotexts and texts of world literature;

- ability to educate students on the basis of ethnocultural values.

The teacher-philologist differs from other teachers by intelligence, ability to understand the true essence of the word, knows the intricacies of its use; he respects,



loves his native language and culture, deciphers their national «codes»; takes care of their preservation, promotion and development. The level of formation of ethnocultural competence of his students, and through them the next generations of Ukrainians, depends on the quality of professional activity of such a teacher.

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## PRACTICE-ORIENTED EDUCATION AS A COMPONENT OF PROFESSIONAL TRAINING OF TOURISM SPECIALISTS (EXAMPLE OF PROFESSIONAL DISCIPLINES)

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**Abstract.** *The article is devoted to practice-oriented training as a component of professional training of tourism specialists. The purpose of the study is to substantiate the importance of practice-oriented training of future tourism specialists using the example of studying professional disciplines, developing a system of practice-oriented activities aimed at the formation of professional competencies in accordance with the standard for specialty 242 "Tourism". In the process of research, the authors used such scientific methods as the analysis and systematization of practical experience in the organization of the educational process, the competence approach, surveys, reflection of the students of higher education and the authors' own pedagogical experience. The research substantiates the importance of practice-oriented training of future tourism specialists, identifies its components, and improves the conceptual and terminological apparatus. The meaningful content of practice-oriented events is offered in accordance with professional competencies and professional educational disciplines. The essence and content of practice-oriented activities are revealed. Emphasis is placed on the problems of implementation of practice-oriented education in modern conditions and the possibilities of its implementation, taking into account offline and online education, are revealed. The conditions for the successful implementation of practice-oriented training are highlighted.*

**Key words:** *practice-oriented training, practice-oriented events, tourism, professional competences, professional educational disciplines, tourism specialists.*

**JEL Classification:** I0; I20, L83

**Formulas:** 0; **fig.:** 0; **tabl.:** 1; **bibl.:** 10

**Introduction.** Practice-oriented training is an indisputable demand of the time, an integral component of the modern system of training specialists in tourism. Today, its successful implementation is complicated by the fact that the global pandemic and military aggression on the territory of Ukraine have caused the transition to a forced form of distance learning, which has stretched over years.

Currently, the higher education system of Ukraine, like the entire civil society, is experiencing a crisis, which actualizes the search for effective ways of training future specialists in the existing conditions, using modern innovative technologies, improving the online education system. Regardless of the crisis phenomena, it is necessary to improve the training system in tourism education, taking into account its significant practice-oriented component.

**Literature review.** Publications of many scientists are devoted to issues of tourism education, including: D. Basyuk, L. Bezkorovaina, G. Vishnevskaya, L. Knodel,

S. Kozhushko, O. Lyubitseva, L. Melko, O. Miho, O. Motuzenko, N. Martynova, A. Parfinenko, L. Slatvinska, L. Solovei, T. Sokol, N. Stepanets, H. Uvarova, V. Fedorchenko, N. Fomenko, L. Chorna, H. Shchuka and many other researchers.

The problems of practical training of specialists in the tourism sphere, ways to solve them are revealed in the works of N. Wolfson-Gharshina [1], L. Poleva [2], L. Chorna [3], I. Shchogoleva [4] and other scientists.

**Aims.** The purpose of the study is to substantiate the importance of practice-oriented training of future tourism specialists using the example of studying professional disciplines, developing a system of practice-oriented activities aimed at the formation of professional competencies in accordance with the standard for specialty 242 "Tourism".

**Methods.** In the process of research, the authors used such scientific methods as the analysis and systematization of practical experience in the organization of the educational process, the competence approach, surveys, reflection of the students of higher education and the authors' own pedagogical experience.

**Results.** Practice-oriented training allows future specialists to be better prepared for professional activities in difficult political and socio-economic conditions, more competitive in the market of tourist services. The problem of practice-oriented training in the training of tourism specialists is key and has become a real challenge in modern realities.

In the Standard of Higher Education of Ukraine of the first bachelor's level of the field of knowledge 24 "The field of service in the specialty "Tourism" (Standard) among professional competencies (K), we emphasize the importance of two competencies: 1) K15 as "knowledge and understanding of the subject area and understanding of the specifics of professional activity" and 2) K16 as "the ability to apply knowledge in practical situations" [5, p.6]. Without practice-oriented training, which would permeate the entire system of training specialists in the tourism sector, the formation of the specified competencies is impossible.

In our opinion, practice-oriented training should be considered as a well-founded system of practice-oriented activities, the organization and conduct of which will contribute to the formation of a complex of professional competences in students of higher education, which will allow a tourism specialist in the future to realize his professional abilities and fulfill his duties sufficiently high level. Practice-oriented training will be effective if it is applied to the entire system of training specialists in tourism, with the mandatory involvement of practitioners, that is, the creation of a professional-oriented environment in a higher education institution. It is in such an environment that conditions are created for students' motivation for future professional activities, the ability for self-development and self-realization, and the acquisition of professional values.

The components of practice-oriented training are: 1) the organization and conduct of practice-oriented activities during the study of academic disciplines in the classroom and extracurricular learning process; 2) organization and conduct of educational and industrial practices in accordance with the curriculum.

Starting from the first year, students of higher education should be actively involved in professionally-oriented activities that will familiarize them not only with the theoretical foundations of tourism, but also contribute to the development of their motivation for the future profession, the formation of professional competences.

The authors of this article, in the process of many years of practical activity, while preparing bachelors in the specialty 242 "Tourism", developed and introduced into the educational process a number of practice-oriented activities in the study of academic disciplines. Each academic discipline should contribute to the formation of relevant competencies. We suggest considering the substantive content of practice-oriented events on the example of professional disciplines (Table 1). It should also be noted that the table shows the correspondence of measures to individual competencies [5].

**Table 1. Content of practice-oriented activities in the system of training specialists in tourism (on the example of professional disciplines)**

Professional competences (PC) (in accordance with the standard for specialty 242 "Tourism")	Practice-oriented activities
Educational disciplines of country studies, local studies, tourism and recreation	
K17. The ability to analyze the recreational and touristic potential of territories	<ul style="list-style-type: none"> <li>– visiting tourist destinations, attractive tourist objects; excursions (classes in the area);</li> <li>– master classes on the basis of museums;</li> <li>– visiting recreational and tourist complexes;</li> <li>– professional studies from specialists regarding popular tourist destinations;</li> <li>– visiting tourist exhibitions, fairs, festivals (analysis of the tourist product; performance of tasks set by the teacher);</li> <li>– participation in the organization and conduct of tourist events as participants and volunteers, presentation of tourist information;</li> <li>– thematic meetings-presentations with representatives of embassies, cultural centers, diasporas, foreign students, etc.</li> </ul>
K19. Understanding of modern trends and regional priorities for the development of tourism in general and its individual forms and types	
K24. Ability to monitor, interpret, analyze and systematize tourist information, ability to present tourist information material	
K28. The ability to work in an international environment based on a positive attitude towards differences in other cultures, respect for diversity and multiculturalism, understanding of local and professional traditions of other countries, recognition of intercultural problems in professional practice	
Educational disciplines on the organization of tourism	
K18. Ability to analyze the activities of tourism industry entities at all levels of management	<ul style="list-style-type: none"> <li>– thematic meetings with representatives of tourist, hotel and restaurant enterprises (lectures, webinars, trainings, master classes);</li> <li>– excursions to enterprises of the tourism industry;</li> <li>– master classes on conducting excursions, tour-master classes on the organization of tourist trips;</li> <li>– development and conducting of student excursions, etc.</li> <li>– thematic meetings-presentations with representatives of domestic and foreign tourist communities.</li> </ul>
K20. Understanding the processes of organizing tourist trips and complex tourist services (hotel, restaurant, transport, excursion, recreation)	
K22. Understanding the principles, processes and technologies of the organization of the work of the subject of the tourism industry and its subsystems	
K27. The ability to cooperate with business partners and clients, the ability to ensure effective communication with them	

Source: created by the authors based on [5] and their own practical experience.

According to the table 1 content of practice-oriented activities is proposed for training in the conditions of a stable political and epidemiological situation. Analyzing the proposed materials, we will take into account modern external threats and opportunities with the forced distance form of education.

Educational disciplines of country studies, local studies, tourism and recreation (Country Studies, Tourism Geography, Tourist Country Studies, World Recreational Complexes, Tourist Local Studies, Specialized Tourism, UNESCO Heritage in Tourism, Cultural Geography, etc.) have significant opportunities for conducting practical-oriented events, based on the content of the courses, their specifics.

Future specialists in tourism must first of all be familiar with the recreational and tourist potential of the territories, tourist resources, museum heritage of Ukraine and the countries of the world, with the specifics of the development of various types of forms and types of tourism, regional priorities of its development, etc. Therefore, a mandatory component of the educational process, as experience shows, is visits during educational classes to attractive tourist objects, tourist destinations, museums, during excursions, participation in tourist trips, but with an appropriate methodical component, as for future specialists in tourism (for example, visiting the National Kyiv-Pechersk Historical and Cultural Reserve, the Bohdan and Varvara Khanenki National Art Museum, the Chernobyl National Museum, Kyiv Rus' Park, etc.).

In the case of distance education, familiarization with the recreational and touristic potential can take place thanks to online meetings with specialists, virtual 3D tours of museum exhibits with an audio guide, online excursions with a tour guide in the area. An important condition for the high-quality conduct of the class is the preparation of the student audience for the event through preliminary familiarization with the content of the object's website.

A successful form of practice-oriented classes is the holding of master classes on the basis of museums or centers of folk art, where future tourism specialists can familiarize themselves with the real offers of popular services for tourists (for example, a master class on the demonstration of folk clothing on the basis of the National Museum of Ukrainian Folk decorative arts, master class on pottery on the basis of the National Museum-Reserve of Ukrainian Pottery in Opishny, etc.). It should be noted that in the format of online education, such master classes are possible partly because students act more in the role of observers (for example, "Ukrainian traditional embroidery in the intangible cultural heritage" from the All-Ukrainian Center of Embroidery and Carpet Making in the city of Reshetylivka, Poltava Region, etc.).

An important form of practice-oriented classes are professional studios of practitioners with the aim of popularizing tourist destinations and types of tourism. Such classes can take place both in the classroom on the basis of an educational institution or directly at tourist enterprises, and in online mode, which allows connecting a large number of participants (for example, "Problems of tourism development in the conditions of a pandemic" from the tour operator "Calypso Ukraine", "MICE-tourism from Join UP" and others).

Practice-oriented classes should also be conducted abroad, with visits to tourist events (exhibitions, fairs, festivals), which allow future specialists to immerse

themselves in the atmosphere of the professional tourist community. It is important to provide students with tasks to anticipate in order to analyze the market of tourist services, tourism products, the quantitative composition of participants, etc. during the event (for example, participation in UITM tourist exhibitions "International Tourist Salon "Ukraine", "Ukraine - Travel and Tourism", etc.) . Attending such events online is not possible, but online classes on event analysis using the site and involving specialists are quite possible and effective.

In the process of obtaining a professional education, it is important to attract future tourism specialists to participate in the organization of tourist events as volunteers, to form the ability to systematize, summarize and present tourist information through speeches-presentations in front of their participants, which contributes to the development of students' communicative competence. Of course, this is the best takes place in an offline format (for example, the involvement of students in the organization of the family holiday-festival "KROK gathers friends", in the section of the Department of Tourism "Lecture-studio: tourist images of the world", where students of the 2nd and 3rd years of the specialty "Tourism" present their best creative works on a tourist topic in front of the participants of the event, including many guests, etc.). It is also important to involve students in activities in online formats, where applicants also learn to present tourist information, have the skills to use various platforms, work in a team, if it is a collective performance (for example, the participation of teams from groups in a discussion on the topic "How do I see a modern specialist with tourism" during the online Round Table "Practically oriented training of tourism specialists as a guarantee of responsible business" etc.).

Educational disciplines in the organization of tourism (among them: Basics of tourism, organization of tourist trips, organization of excursion activities, organization of animation activities, tour operation, organization of hotel management, tourist branding, tourist safety, etc.) have a significant practical orientation, without which quality training is impossible tourism specialists.

Practice-oriented events from these disciplines allow you to reveal and deepen the content of the educational material, get acquainted with the practices of the tourism business, understand the specifics of job duties and better understand the specifics of the activities of tourism enterprises. The most popular such events are thematic meetings with representatives of tourist, hotel and restaurant enterprises. The forms of classes can be diverse: lectures, webinars, trainings, master classes, etc.

The topics related to the role and importance of the enterprise in the market of tourist services, the use of resources for the formation and organization of tours, the specifics of doing business, etc. are popular. For example, "Tourist enterprise on the market of tourist services of Ukraine" (professional studio from tour operators "Sakums", "Calypso-Ukraine", "Feeriya", travel agency "SvitOglyad"), "How to survive a travel agency in the modern tourist market" (master class from of the travel agency "Gudkovska inc&Travelmania"), "The role of the guide-administrator in domestic and international tourism" (master class from the tour operator "ANGA Travel"), getting to know the cruise business (professional studio from the tour operator "Express Voyage" of the General Representative of Royal Caribbean International in

Ukraine) etc. Webinars ("Principles of reception and accommodation service based on the example of the Reikartz Hotel Group hotel and restaurant chain") and online presentations (from Hyatt hotels, Radisson Blu Hotel Kyiv Podil, etc.) are very popular among hotel companies. Such events can be held both in an educational institution and on the basis of tourist and hotel enterprises, in offline and online formats.

Excursions to tourist, hotel and restaurant enterprises are extremely popular among students of higher education, which, unfortunately, cannot be replaced by online excursions. Thematic professional meetings are possible in the online format, as mentioned above.

Separately, it is necessary to note the importance of conducting practical-oriented events in the discipline "Organization of excursion activities", during the study of which, as experience shows, it is necessary to form professional competences in future specialists directly at specific excursion objects along the route. At the same time, educational methodical excursions, in particular, master classes, are quite effective for learning the material. On this basis, it is advisable to organize educational student excursions with the awardees. Among such excursions, the most popular among students were, for example, the following excursions in Kyiv: "Architectural heritage of Horodetskyi", Tragedy of Baby Yar", excursion in a tram-cafe or "One day in the life of 12 tram", etc. This type of activity is used by us in the offline format of the organization of the educational process. Although such classes can be conducted in the online format as a kind of virtual tours-presentations.

Educational-methodical bus tours are important, where professional highlights are demonstrated in the organization and conduct of relevant excursions and tours (for example, educational-methodical tours of Ancient Kyiv and Poltava region from "Kyivgrad-Tour").

It is important to demonstrate not only powerful content material, but also to focus on the educational and methodical component, to explain the peculiarities of the excursion case. Students should be given the opportunity to develop their own excursion routes and implement their own achievements in the area. It is important that future specialists gradually develop the ability to develop, promote and sell a tourist product from their student years [6].

No less interesting is the process of developing tours by students under the guidance of a specialist. Like the manager of a tourist enterprise, a student of a tourist higher education institution goes through all the stages of planning, developing, and promoting a tour: justifying the need to create a tour, researching the tourist offer, critically evaluating and selecting recreational resources, forming a tourist route, optimizing it and determining route options depending on the travel season, compiles a program of stay by days and hours of providing tourist services, selects providers of tourist services in accordance with the declared service class, calculates the calculation of the cost of the tour, determines the channels and tools for promoting the newly created tour on the tourist market.

Taking into account the wide range of professional activities in tourism, students develop projects of animation programs on the basis of hotel enterprises, museums, excursion sites (castles, fortresses) and taking into account various types of tourism. In

the development process, students go through all stages of work: social order for the development of an animation program, analysis of material, technical and personnel support for animation activities, choose the type and form of the animation program taking into account the concept of the institution, the target audience, determine the topic, idea, genre of the program, means of expression, the degree of audience involvement in the animation program. Students prepare the results of the creative process of developing an animation program in the form of a script for an animation event or an animation program for a certain period. Practicing the skills of an animator, students learn to be both managers, because animation activity requires management, and directors of animation programs, that is, creative individuals.

Practice-oriented events can be organized on an interdisciplinary basis. Such events can be thematic meetings-presentations with representatives of embassies, cultural centers, diasporas, foreign students, with representatives of domestic and foreign tourist communities.

Despite online training, a significant part of the above-mentioned activities was implemented remotely in recent years. The conducted survey of students of the 2nd-4th courses of the "Tourism" specialty confirmed a fairly high level of attitude of students to such events in general, and the level of their assimilation of basic concepts from the majority of professionally oriented disciplines and formed skills significantly increased compared to previous years, which confirmed results of course and qualification exams.

**Discussion.** Taking into account the above, we will highlight the main conditions for the successful implementation of practice-oriented training, namely: 1) systematic work of the graduation department of tourism and the institution of higher education regarding the systematic organization of practice-oriented activities at all stages of student education; 2) established interaction and purposeful cooperation with stakeholders; 3) deep motivation of higher education seekers to acquire a profession, meeting with professionals; 4) team interaction of all participants of the educational process.

As experience shows, the motivation and systematicity of practice-oriented training contributes to greater interest of students in mastering the profession, develops their self-organization and self-improvement, but requires considerable time and effort of all participants in the educational process.

The problem of practice-oriented education has been urgent for many years of the implementation of tourism education in Ukraine.

According to the new standards of higher education, practice-oriented training is an important component in the training of competitive specialists in tourism, as noted in the research of G. Uvarova [7].

Most researchers understand this concept primarily as the practical training of students in the process of various types of practices (educational, educational, industrial, etc.), which accounts for the greater number of studies

N. Wolfson-Gharshina reveals the problems of practical training, offers ways to solve them and justifies the expediency of organizing educational practice on the basis of an educational and training company [1]. L. Poleva reveals the importance of



practical training of tourism specialists, emphasizes the principle of connection between theory and practice, which should permeate the entire educational process [2]. L. Chorna analyzes domestic and foreign experience regarding the qualitative organization of students' practices in the learning process [3]. I. Shchogoleva reveals the essence of practical training, reveals the peculiarities of content formation and organization of practices in production conditions [4].

The importance of cycles of educational disciplines in the formation of practical competencies of the future specialist was revealed in the research of T. Sokol [8]. L. Slatvinska reveals the place and significance of the educational discipline "Organization of tourism" in the system of training bachelors in tourism [9]. O. Miho emphasizes the importance of educational programs on excursion and animation activities for the professional training of students [10]. L. Melko reveals the concept of "professional studies" in the system of practice-oriented training of future tourism specialists [6].

**Conclusion.** As a result of the conducted research, practice-oriented training is defined as a well-founded system of practice-oriented activities, the organization and implementation of which is aimed at forming a complex of professional competencies among students of higher education. Practice-oriented training will be effective under the conditions of systematic and systematic implementation, formation of students' desire to develop their professionalism in the future profession. The conditions for the successful implementation of practice-oriented training are also purposeful interaction with practicing specialists, productive interaction of all participants in the educational process. The effectiveness of practice-oriented training in professional disciplines is determined by the results of the formation of professional competencies of students and their positive reflection.

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