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CONTENTS

Economics

Olena Bogma, Hanna Silakova, Oksana Vialets. Development of the economic potential of the enterprise in the digital economy.....5

Mykola Zhuravlov, Olha Salimon. Actual problems and ways of improving the organization of social work in territorial forecasting and social work centers13

Sophia-Anna Chura. Modeling of the functioning of the system of holistic management of the economic security of an enterprise.....21

Alla Chykurkova, Volodymyr Yuriiiev. Diversification of the agricultural enterprises: backgrounds and development prospects29

Public administration

Valentina Kaminska, Yuliia Namazova, Yaroslav Strakhnitskyi. Mechanisms of formation and implementation of state policy in the field of youth protection41

Nataliia Shevchenko, Yuliia Rudenko. Application of a marketing approach to the development of educational programs of higher education institutions49

Olexandr Shevchenko, Yurii Hykalo. Formation and development of civil society in Ukraine.....55

Pedagogy and psychology

Mariana Drachuk, Zoryana Fedorovych, Anna Polishchuk, Serhii Lapshyn, Iryna Zinko. The USE of computer-oriented technologies for the formation of legal competence of future teachers.....62

Liudmyla Vasylevska-Skupa, Tetiana Belinska, Kateryna Kushnir, Iryna Sidorova, Lidiia Ostapchuk. Formation of mastery of artistic and pedagogical communication of future teachers of music in the process of vocal and choral activities72

Yuliia Koval. Formation of ecological culture of professional junior bachelors of financial and economic profile as a psychological and pedagogical problem82

NataLiia Lazarenko, Daria Korovii.The benefits of blended education90

Nataliya Papish, Tetiana Hura, Tetiana Kunytsia, Liudmyla Liubchak, Galina Galyk. Formation of the leadership position of higher education applicants in the context of distance learning97

Roman Gurevych, Inessa Vizniuk, Iryna Lapshyna, Serhii Dolynnyi, Svetlana Tymoshevska. Formation of foreign language competence in scientific and professional fields of activities of educators 109

Philosophy and theology

Natalia Mokan, Ivan Chornomordenko. Instrumental value of dialogue in the context of cultural interaction 120

Oleksandr Tsisar. Hermeneutic analysis of the sins of the clergy in innokenty gizel's treatise "peace with god to man" 128

Linguistics

Galyna Abbakumova. Formation of the terminology vocabulary and communicative competences of foreign students in professional language spheres..... 134

Technical sciences

Iryna Antonyuk, Anzhelika Medvedieva. Organization of the technological process of production of pizza "felicia" of improved biological value..... 139

Ievgenii Semenov. The effect of digital inequality on vinnitsia higher school teachers educating remotely during lockdown 149

ECONOMICS

DEVELOPMENT OF THE ECONOMIC POTENTIAL OF THE ENTERPRISE IN THE DIGITAL ECONOMY

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Anotation. *The article substantiates that, in modern conditions, the introduction of digital technologies is one of the drivers of growth of the economic potential of an enterprise, which makes it expedient to single out functional components the economic potential of the digital component of the enterprise. It was found that a full-fledged digital transformation of enterprises is possible only if the digital economy is actively developed at the country level. Therefore, the external and internal limitations of the digital transformation of the economic potential of enterprises in Ukraine have been systematized. On this basis, the main directions of accelerating the digitalization of the development of the economic potential of domestic enterprises have been formulated.*

Keywords: *Digital economy, economic potential of a company, digital transformation, business process, digital technologies.*

Formulation of the problem. In a market economy, the need to ensure sustainable rates of economic growth of any enterprise determines the need to increase its economic potential. In turn, the development of digital technologies has a significant impact on the level of the economic potential of the enterprise - it is they in the 21st century that are one of the fundamental determinants of the development and strengthening of economic potential enterprises both today and in the near future. This is due to the fact that the digitalization of an enterprise has a direct impact on its economic potential. This influence is associated with an increase in productivity, efficiency and effectiveness of economic activities, time saving, the formation of a new quality of processes, the creation of integrated systems that unite all value creation processes in a unified network, the formation of new control algorithms, the creation of specialized digital services and platforms for conducting business, the ability to remotely control operations, etc.

Note that today the digital economy and digitalization of various spheres of social activity can be safely considered as a global trend. So, according to R. Bukht and R. Hicks, "the size of the digital economy is 5% of world GDP" [1, p. 158].

The draft B-20 Task Force recommendations state that cross-border data flows could reach the \$ 20 trillion dollars mark by 2025. [2, p. 2].

Huawei analysts, based on the analysis of the development of business models, products, processes and services of a qualitatively new accelerating format, give an even more optimistic forecast, predicting that the volume of the digital economy by 2025 is likely to exceed \$ 23 trillion USA dollars [9, p. 2].

Hence, we can conclude that the desire of domestic enterprises to expand their presence and acquire the status of active participants in international markets and subjects of cross-border trade determines the need for high-quality digital transformation of their economic potential. The issues of ensuring the digital transformation of the economic potential of enterprises in the context of the COVID19 pandemic, which resulted in negative changes in the parameters of the external and internal environment of functioning, are especially relevant enterprises, a drop in the volume of activity to a complete stop, an increase in the number of bankrupt enterprises, a rupture of supply chains, a crisis of the solvent in terms of an increase in the magnitude and number of risks, etc.

Analysis of Recent Research and Publications. Features of the development of the digital economy in Ukraine are studied by such domestic scientists as: S. Veretyuk, G. Zhehalo, G. Karcheva, S. Kolyadenko, O. Marchenko, D. Ogorodnya, V. Openko, V. Pilinsky, Y. Pivovarov, M. Rudenko, V. Fishchuk and others. The problems of the formation, use, assessment and strengthening of the level of economic potential of enterprises are studied by such domestic and foreign scientists-economists as: A. Arefieva, B. Bachevsky, A. Berezin, A. Zhdan, N. Krasnokutskaya, E. Lapin, O. Maslak, A. Orekhova, M. Pantelev, O. Reshetnyak, O. Fedonin and others. An analysis of these and other publications showed that there is a need for additional research to identify modern features, problems and prospects for the development of the economic potential of domestic economic entities in the conditions the formation of the digital economy in Ukraine.

Formulation of the problem. Despite the theoretical and practical significance of the research carried out in the development and formation of the modern concept of the economic potential of the enterprise, the issues of further development are still debatable the economic potential of enterprises in Ukraine in the context of digitalization.

In this regard, the purpose of this article is to systematize the external and internal constraints of the digital transformation of the economic potential of enterprises in Ukraine and formulate, on this basis, the main directions for accelerating the digitalization of development the economic potential of domestic enterprises.

Research Results. In general, digital is a branch of economic or commercial activity associated with the use of digital technologies at different levels of society [7, p. 83]. Therefore, the digital transformation of the economic potential of an enterprise consists in qualitative changes in the areas of activity and the existing system of business processes under the influence of the introduction of digital technologies (projects, solutions).

The introduction of digital technologies (robotics, artificial intelligence, Agile

technologies, wireless communications, neuroethologies, innovative production technologies, blockchain technologies, etc.) into the economic activities of enterprises today is one of the main drivers of growth in the economic potential of the enterprise due to:

- the emergence of new knowledge and opportunities to create new products and their quick launch to the market;
- improving the quality and speed of making management decisions, flexibility of the management process and the efficiency of operational processes;
- overcoming technological backwardness of production, automation and informatization of technological processes;
- reengineering and optimization of existing and new unique business processes;
- formation of personalized service models that take into account the needs of each individual client;
- informatization of innovative processes;
- use of modern digital data;
- increasing the efficiency of risk management and the transition from strategies "threat-reflection" to strategies of preventive protection;
- strengthening communications with the target audience;
- reducing costs, in particular, logistics and creating new sources of income, etc.

Thus, due to the presence of digital copies and being part of a single system, all elements of the economic potential of an enterprise continuously interact with each other in a mode close to real time, simulate real processes and predictable states, provide constant optimization of the entire system of business processes of the enterprise [12, p. 13].

Note that today in the scientific literature, researchers consider the economic potential of an enterprise from different angles, highlighting the following main components in it: financial, production, technical and technological, personnel, management, investment, innovation, marketing, legal. However, the rapid spread of information technologies in the world and their unprecedented impact on the economic development of enterprises determines the advisability of separating them into a separate component of the economic potential of an enterprise potential of digitalization. By the potential of digitalization we mean the ability of an enterprise to digitally transform the system of its business processes based on meeting the existing needs for the implementation of digital technologies, the use of which ensures development economic potential and sustainable growth of key economic indicators.

The feasibility of separating the digital component of the information potential of an enterprise is confirmed by the fact that digital transformation provides enterprises with unprecedented opportunities to increase profitability and improve customer service, because in the digital economy, different types of innovative activities develop in parallel to each other and are characterized by constant improvements due to feedback from consumers. At the same time, digitalization, described as an interference with the DNA of an enterprise, requires a revision of traditional business practices and methods [10, p. 2-3], that is, the transformation of the traditional components of the economic

potential of the enterprise.

However, a full-fledged digital transformation of business entities, the development of their economic potential based on information technologies are possible only if the digital economy is actively developed at the country level. In turn, the development of the digital economy in Ukraine is impossible without the formation of an appropriate institutional environment, which will provide conditions for the development of digitalization processes in society, in particular, will contribute to the development, implementation and the use of digital technologies at the level of enterprises of various sizes and legal forms.

It should be noted that in 2017–2018 a number of important events took place on the path of development of the digital economy in the domestic space: approval on April 6, 2017 Strategy for the development of high-tech industries for Ukraine until 2025, approval by the Cabinet of Ministers of Ukraine "Concept for the development of the digital economy and society of Ukraine for 2018-20220", the launch of the 4G Internet, the adoption of the laws of Ukraine "On electronic trust services "(increasing the level of protection and reliability of electronic signatures) and" On the basic principles of ensuring the cybersecurity of Ukraine "(ensuring protection of public interests in cyberspace) [6].

At the same time, to date, many issues remain unresolved, slowing down the formation of the digital economy in Ukraine and, accordingly, the development of the economic potential of domestic enterprises based on information technologies.

To confirm this fact, let us turn to the Networked Readiness Index, which is calculated by the World Information Technology and Services Alliance (WITSA) for a number of economies of the world and is important for studying digitalization indicators. As of 2019, the Networked Readiness Index covered studies of 121 economies of the world, while Ukraine ranks 67th behind this Index with a value of 48,91 and significantly lags behind European countries. According to the rating of digital competitiveness of the countries of the world, which is compiled by the IMD Center for Competitiveness and illustrates the readiness of the world's economies for digital transformations, Ukraine as of 2019 took 60th place out of 63 studied countries, having worsened its position by two steps [8, p.121-122].

Let us consider the main external constraints on the digital transformation of the economic potential of domestic enterprises (Table 1).

The presence of a large number of restrictions on the development of the digital economy at the country level determines the advisability of considering the main steps, the adoption of which will contribute to the activation of digital transformation in Ukraine, in particular, on enterprise level. This, accordingly, will contribute to the digital transformation of the economic potential of domestic economic entities.

Table 1

Systematization of external constraints on digital transformation of the economic potential of enterprises in Ukraine

<i>Institutional constraints</i>
<ul style="list-style-type: none"> - low level of involvement of state institutions in the implementation of the Concept for the Development of the Digital Economy and Society in Ukraine; - inconsistency of specialized legislation with global challenges and opportunities, which are manifested in the fact that even if there are developed progressive bills, they still have not become laws; - inconsistency with national, regional, sectoral strategies and programs for the development of digital opportunities; - the presence of significant gaps between the speed development and implementation of progressive digital technologies and the practice of their legal regulation; - insufficient development of projects for the formation of digital infrastructure: hard and soft infrastructure (mobile and broadband Internet, cloud infrastructure, cybersecurity, e-commerce and e-business, blockchain infrastructure, etc.) and digital transformation projects at the level of cities, regions and the country as a whole.
<i>Infrastructure constraints</i>
<ul style="list-style-type: none"> - a low level of coverage of the country's territory with digital infrastructures (for example, the EU's goal by 2020 is to cover 100% of the territory with broadband Internet access, in Ukraine this figure is about 60%); - lack of separate digital infrastructures (for example, IoT infrastructure, electronic identification and trust, etc.); - the presence of digital divide, which consists in unequal access of citizens to digital technologies and new ones opportunities, for example, in the context of cities and rural residents or due to significant property stratification.
<i>Ecosystem constraints</i>
<ul style="list-style-type: none"> - weak state policy regarding incentives and rewards for the development of an innovative economy; - undeveloped investment capital market; - outdated education system, teaching methods, lack of focus on STEM education, soft skills and entrepreneurial skills; - imperfect models of technology transfer and consolidation of knowledge and skills; - a shortage of highly qualified personnel for the full development of the digital economy and digitalization in general, in particular, a shortage of cybersecurity specialists; - short level of digital culture in the country, which leads to poor awareness of existing today and the emergence of new information technologies, as well as an inability to effectively and correctly use them in the work and personal spheres; - resistance to the digital direction of development of the domestic economy from a significant part of Ukrainian society, in particular, entrepreneurs, business owners, top management due to the risks of doing business in the digital environment, and significant level of cybercrimes (harmful content and virus attacks, appropriation of copyrights; account hacking, theft of personal economy) of data, unauthorized access to bank accounts.
<i>Restrictions in the field of digital government and governance</i>
<ul style="list-style-type: none"> - low level of automation and digitalization of public services due to weak motivation of government agencies (there is no full understanding of the potential benefits from total digitalization); - low level of readiness and capabilities of government official structures for the large-scale use of information technology; - the lack of standardization of both entire digital systems and the use of the "Internet of Things", which could provide information security as an individual level and at the level of provision of information services by the state.

Restrictions on the part of the educational institution

- unfavorable changes in the field of the staff of higher education: the domestic higher school is experiencing a shortage of personnel due to migration processes, in particular, due to the insufficient prestige of teaching and the low level of remuneration even compared to neighboring Poland;
- lack of funds from institutions in the absence of state support for the implementation of innovations;
- the presence of a discrepancy between educational programs and market requirements and imperfection of the training system specialists in the direction of obtaining knowledge, skills and competencies for the development and implementation of digital technologies.

Compiled by the authors taking into account: [4; 11].

Therefore, in our opinion, the priority external tasks in the direction of digitalization of the development of the economic potential of domestic enterprises should include the following areas:

- development of target programs at the state level: the development of digitalization of the domestic economy and overcoming the existing digital divide (including the development of regional target programs that should take into account different levels of readiness regions of Ukraine towards digitalization); developing digital literacy, digital skills, digital competencies and jobs; development of digital services, hard and soft information infrastructure;

- the allocation of funds at the state and local levels to ensure information security (cybersecurity) at all levels of digitalization, in particular for the formation of qualitatively new methods of information protection, the formation of systems ensuring information security at the level of industries, regions, countries, finalizing specialized legislation;

- elimination of existing infrastructural restrictions on the path of digital development based on the introduction of innovative technologies and standards (primarily data processing centers, communication networks and access to the Internet);

- solving problems and contradictions in the field of legal regulation of the digital environment on the basis of making appropriate changes to the regulatory framework, including through the involvement of business circles in the formation process legislative and regulatory framework in the field of digitalization;

- development of programs of state support for enterprises that have taken an active course towards digital transformation and the introduction of digital innovations, as well as programs of state support for business development focused on the digital economy and capable of gaining worldwide recognition in their own segments of the digital economy (tax incentives, preferential lending, customs privileges on imports, government loan guarantees, support based on government procurement, contracts, orders, etc.);

- solving the issues of introducing innovative digital technologies in education at all levels of education; training in the field of digital transformation of existing business processes and cybersecurity, increasing the number of students institutions of higher education, studying in specialties related to information technology;

- scaling digital platforms in different sectors of the economy, expanding the list of public services available in electronic form.

Note that the enterprises themselves today also have corresponding problems that

impede the digitalization of their activities. So, at the level of domestic enterprises, the restrictions on the development of economic potential based on digital transformation are:

- insufficient number of qualified IT specialists;
- low activity of staff in use modern digital technologies, the lack of creative and non-standard skills and competencies among employees to perform duties in an information and technology-rich environment, the use of digital and information-computer technologies;
- insufficient investment in the development of digital literacy and digital competencies of employees; adaptation of personnel in the context of digitalization. For example, in the EU countries the percentage of employees who have improved their knowledge and mastery of information and communication technologies at the expense of the enterprise is on average 40%, in the Nordic countries (Finland, Sweden, Norway) - 60% [3], while in Ukraine only 5-6%;
- lack of investment resources for the implementation of digital technologies in all reproduction processes;
- staff resistance to the introduction of new technologies. For confirmation, we can cite the results of a study of the attitude of society to new technologies, conducted by analysts from Ipsos and the World Economic Forum, based on an Internet survey of 19 thousand working age in 26 countries, according to the results of which a third of the respondents consider the automation processes at enterprises as threatening their current labor activities [5].
- ineffective business processes, organizational or technological unpreparedness for the implementation of digital solutions, which, in particular, increases the risk of unforeseen costs in the process of implementing digitalization projects at enterprises.

Therefore, domestic enterprises should pay attention to investing in the digitalization of business processes; development of digital literacy of personnel and compliance of the qualifications of the company's specialists with the introduced digitalization projects; increase the involvement of different categories of personnel in the use of digital technologies; modernization of production facilities on the basis of providing them with modern means of labor and the introduction of digital technologies into production; level increase intellectualization of human capital; transformation of existing business models based on digitalization; implementation of digital technologies in management processes; transformation of business strategies; work with key stakeholders on their perception and readiness for new options for interaction using digital technologies; changes in organizational culture to overcome resistance to the use of digital technologies.

Conclusions. Thus, today the digital economy is one of the leading drivers of growth and development of any economic system (enterprise, industry, region, country as a whole).

Accordingly, the level of economic potential of any enterprise significantly depends on the level of digitalization of its business processes, which makes it expedient to separate the digital component into a separate functional component the economic potential of the enterprise. Therefore, it can be concluded that favorable changes in the economic potential of enterprises are directly related to their adaptation to the digital economy.

In turn, this determines the expediency of systematizing the external and internal limitations of the digital transformation of the economic potential of enterprises in Ukraine, which was carried out in the article and made it possible to formulate the main tasks in the direction of digitalization of the development of the economic potential of domestic enterprises, which require solutions at the level of individual enterprises and at the level of the country as a whole.

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ACTUAL PROBLEMS AND WAYS OF IMPROVING THE ORGANIZATION OF SOCIAL WORK IN TERRITORIAL FORECASTING AND SOCIAL WORK CENTERS

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Annotation. *The article considers the issues of organization, main tasks, current problems of social work in military commissariats and the main provisions of the system of moral and psychological influence on personnel in the field of social activities during the formation of territorial centers of recruitment and social support.*

Keywords: *social protection, social work, military commissariat, territorial center of manning and social support, moral and psychological support.*

The Constitution of Ukraine (Article 17,46) explicitly states: "The state provides social protection for citizens of Ukraine who are serving in the Armed Forces of Ukraine and in other military formations.". The experience of the anti-terrorist operation (ATO) and the Joint Forces Operation (JFO) in eastern Ukraine has clearly shown that the effectiveness of combat operations of personnel depends not only on the ability to master weapons and military equipment, but also on creating and ensuring favorable social and legal conditions of activity, comprehensive satisfaction of personnel needs. Restrictions and excessive burdens borne by servicemen must be taken into account and compensated by the state through their full material, financial support and special legal status.

The relevance of this topic determines the need for constant analysis and consideration of the following factors: strengthening the social and legal component in the policy of the Ukrainian state; the growing role of the social factor in ensuring a high level of combat and mobilization readiness, the moral and psychological condition of the personnel of the troops (forces) in the performance of tasks in the environmental protection (ATO); the presence of acute social problems and the need to implement European standards in the social sphere of life of troops (forces); significant influence of the level of social protection and social support on the formation of value orientations of servicemen in the absence of a system of formation of national-state consciousness.

Analysis of scientific works on social work in the Armed Forces of Ukraine shows that domestic military scientists: V.I Aleshchenko, V.S Afanasenko, E.P. Dub, W.W. Kirilov, V.I Mironenko, I.M Tkach, S.M Sazonov and others in their research proceed from different views on the structure, content of the task and problems of military and social work, reveal only some approaches to its improvement (1, 2, 5). A significant contribution to the theory and practice of social work in the Armed Forces of Ukraine is

made by one of its main organizers and leaders S.O. Zosich (3).

With the beginning of the armed aggression of the Russian Federation against Ukraine and the anti-terrorist operation, the number of state and departmental regulations increased significantly, which significantly strengthened the social and legal support of the Armed Forces and other military formations of Ukraine (4-9,11-13). However, today there are still many old ones in this area and many new problems that need to be solved quickly (14,15). They necessitate the transition to a qualitatively new system of activities of military authorities and military units to implement new approaches in the organization and implementation of social work tasks, taking into account the requirements of the special period and experience of NATO countries.

The organization and management of social work in the military commissariat (MC) at the regional level is carried out by the military commissar through the deputy for moral and psychological support (MPS) (one of the MC officers at the district level) with the direct participation of financial and legal support structures (10).

Objects of social work in military commissariats are: war veterans, family members of war veterans (including members of the JFO (ATO), prisoners of war, reservists, families of servicemen, combatants, military retirees, citizens of Ukraine at the stage of enlistment, that each of these categories has its own characteristics, so social work should be planned and conducted differently.

The main directions of organization and tasks of social work in the military commissariat are defined in the Instruction approved by the order of the Ministry of Defense of Ukraine dated 19.01.2016 № 27 and the Instruction on the organization of work on social benefits for persons discharged from military service in the Armed Forces of Ukraine and their families in To the Ministry of Defense of Ukraine, approved by the order of the Ministry of Defense of Ukraine dated January 22, 2015 № 937 (as amended) (8.9).

Thus, the military commissariats are entrusted with the following main tasks:

- providing assistance to the families and parents of servicemen who died or died during military service (assembly) in their burial;
- consideration of appeals received by the district military commissariat on issues of social and legal protection of servicemen and members of their families, as well as conducting a personal reception of citizens, issuing the necessary certificates and other documents;
- ensuring interaction with military officials of garrisons, military units, public authorities and local governments, enterprises, institutions, public, volunteer and charitable organizations to provide financial, material, legal and other assistance to servicemen, persons discharged from military service and members their families;
- timely and comprehensive response to appeals of military units and family members of servicemen who have received serious injuries, contusions, injuries, persons with special needs, and seriously ill with the provision of targeted assistance at the place of their treatment or permanent residence;
- systematic clarification of information and reference materials on the mechanisms

of implementation of benefits and social guarantees provided by the legislation of Ukraine for servicemen and members of their families, including social advertising, contact details (addresses, telephone numbers, names, patronymics and heads of social protection bodies) and social services, volunteer and charity organizations;

- keeping records of servicemen and members of their families in need of enhanced social assistance and support, as well as the results of providing them with targeted assistance.

- preparation of proposals for improving the legislation of Ukraine on social and legal protection;

- organization of monitoring of social processes in subordinate military commissariats, influence on them of the level of ensuring the rights and freedoms of the respective privileged categories, their social protection by the state, prevention of occurrence and neutralization of cases of social tension;

- ensuring the operation of hotlines, consideration of complaints and applications of citizens on social and legal protection, identifying ways to address them;

- participation in conducting targeted military sociological research;

- interaction with public authorities, institutions and establishments in order to promote social and professional adaptation of servicemen discharged from military service and members of their families;

- ensuring interaction with regional state administrations, local governments, enterprises, institutions, organizations, social services, charitable and volunteer organizations on providing moral, social and material support to servicemen and members of their families, employees who need it, primarily from among severely wounded, maimed servicemen and persons with special needs;

- participation in the organization and control of the process of rehabilitation and recreation of children of servicemen and employees in health camps of the Armed Forces of Ukraine, other sanatoriums, health and recreation facilities;

- organization of measures to establish benefits, social benefits, organization of sanatorium treatment of family members of the dead, war veterans, military retirees and reservists. (8)

Further, it should be noted that with the beginning of the anti-terrorist operation in the real world of armed aggression of the Russian Federation in eastern Ukraine, the constant increase in the number of servicemen and the corresponding increase in family members, mobilization measures, the social work system of military commissariats was not ready to respond to new challenges and threats. This critical state of affairs drew the attention of the top military and political leadership of the state.

Therefore, in order to improve the quality of military commissariats and reform the system of mobilization and mobilization training, social support based on basic European approaches, the President of Ukraine signed a Decree dated 06/06/2016 № 240/2016 "On the Strategic Defense Bulletin of Ukraine", which provides for the creation of military commissariats of territorial centers of manning and social support (TCM and SS) (16).

At the same time, the end result of the TCM and SS is the introduction of a new

effective system of service and provision of services for social and legal protection to war veterans, family members of fallen servicemen, servicemen, reservists and retirees from the Armed Forces of Ukraine.

Over the last 2 years, a lot of work has been done to bring the structure and system of social work in the TCM and SS closer to the principles of providing social support to servicemen in the armies of NATO countries. In particular, the decision of the Chief of the General Staff - Commander-in-Chief of the Armed Forces of Ukraine developed standard duties of an officer of the structural unit of moral and psychological support of the military unit (in the field of "social work").

The basis of new approaches to the organization and implementation of social work in the TCM and SS was the principle of identifying the most socially affected categories of persons and providing them in cooperation with state authorities, local self-government and non-governmental organizations of appropriate targeted assistance. In order to effectively analyze and promptly meet the needs of war veterans, family members of fallen servicemen, an appropriate documentary form of conducting the results of targeted work with the relevant categories of work has been established. These documents display information about persons requiring enhanced targeted work, their social and domestic status, living conditions, assistance provided by state and local authorities, NGOs and volunteers. In addition, this information helps to effectively lobby the interests of war veterans, family members of deceased JFO (ATO) participants at all levels of government.

At the same time, it should be noted that the organization and implementation of social work in military commissariats and TCM and SS currently has a number of problematic issues, the main of which are the following:

- lack of a single body in the Armed Forces of Ukraine and members of their families;
- the presence of structures of moral and psychological support of the Armed Forces of Ukraine at the stage of cardinal transformation in accordance with the standards of work with personnel in the armies of NATO countries;
- in military commissariats (TCM and SS) there is an insufficient level of knowledge and skills in implementing the mechanisms of the new service system, providing services for social and legal protection of servicemen, conscripts, persons discharged from military service and members of their families;
- non-compliance with the qualification requirements of certain social workers appointed to the positions of sociologists of TCM and SS of civil servants;
- incomplete understanding of the specifics of the directions and tasks of the implementation of social work in the military environment by civilian social workers, the differences between their activities from psychologists or other general social workers;
- lack of standards in the state for social work with servicemen, veterans and members of their families, the development of which was entrusted to professional associations of social workers, which currently do not operate in Ukraine;
- lack of training programs for military social workers in universities and civilian educational institutions (14,15).

In addition, the most important problem now is the non-fulfillment of the planned deadlines for the transition of military commissariats to the requirements of the formation of TCM and SS, which slows down the introduction of human-centric approaches to social support and targeted work with relevant categories of people in the general system of social work.

In order to increase the efficiency of social work, it is necessary to more actively and persistently implement the System of work of officials on moral and psychological impact on personnel in the field of social activities, approved by the Chief of Staff - Commander-in-Chief of the Armed Forces of Ukraine from 26.06.2019 4615461 / C and sent to the troops for consideration in the service activities of troops (forces).

The main measures of this system of moral and psychological influence are the following:

- monitoring of social processes in the military unit, the impact on them of the level of ensuring the rights and freedoms of servicemen, their social protection, preparation of proposals to prevent and neutralization of cases of social tension in military teams;
- control over the provision of servicemen who performed official duties on weekends, holidays and non-working days of the appropriate time (another day) for rest, including the possibility of going to the place of residence of the family;
- preparation and conducting of informational and explanatory work with the personnel on the issues of social and legal protection of servicemen and members of their families;
- generalization of information through unit commanders on servicemen who have received serious injuries (contusions, injuries) and to monitor compliance with social justice in the selection for their referral for relevant applications (proposals, distribution, applications) for rest and socio-psychological rehabilitation, record keeping who went on such a vacation;
- maintaining cooperation with local authorities and local governments that provide social services, other NGOs, clarifying information on existing targeted programs, benefits and guarantees aimed at providing targeted assistance to servicemen and members of their families, providing them with sanatoriums -Spa treatment, psychological rehabilitation, etc.

It is also necessary to put into practice the implementation of the Professional Standard of the officer of the operational and tactical level of the Armed Forces of Ukraine for the organization of military and social support of troops (forces), approved by the Chief of the Main Department of Moral and Psychological Support of the Armed Forces of Ukraine. for military management bodies of operational and tactical level.

At the same time, in case of a positive decision, the fundamental document that will form the basis of the future structure and system of social work will be the Strategy for the development of social work in the Armed Forces of Ukraine until 2035. During the drafting of the Strategy, the provisions of the Vision of the General Staff of the Armed Forces of Ukraine on the development of the Armed Forces of Ukraine for the next 10 years, gaps in the organization and implementation of social work in the Armed Forces

of Ukraine and the experience of NATO countries were taken into account. In particular, the development of social work will be carried out in accordance with the defined goals, directions and tasks, stages and priorities of development, financial resources and logistical assistance for the development of the most important capabilities.

Conclusions. The development and substantiation of social work in the Armed Forces of Ukraine is a natural and objective need. The analysis of the system and structure of social work allowed to see its problems and condition in the complex, in detail and taking into account all the factors that affect the moral and psychological condition and behavior of servicemen, stimulate them to more active service.

1. The organization of social work activities has significant gaps, both in its structure and in the system of organization. The system of social security for servicemen was in fact transferred to the civil sector of the state and was consolidated as a homogeneous component of the general state system of social protection.

2. Today in the Armed Forces of Ukraine there is a shift of emphasis in the categories of the conceptual apparatus from the concept of "social security" to the concept of "social work". Scientific analysis of the organization of social work of the Armed Forces of Ukraine allowed to identify a number of problems and identify ways to solve them. The effectiveness of this mechanism will crucially depend on the effectiveness of management and organizational efforts of the military-political leadership, military authorities, the activity of military teams, the consciousness and efforts of public associations and organizations.

3. The lack of a common vision at all levels of military administration of the ways and directions of organizing social support of servicemen and members of their families under certain objective circumstances raises a large number of problems, the main ones being: lack of a single unit (body) coordinating in the Armed Forces activity, carries out practical realization, social support of servicemen and members of their families; lack of a system of training specialists in the field of "social work" at both the tactical and operational-tactical level, lack of ordering methods and forms of social work in certain areas, including such as social and professional adaptation, work with families, gender issues, activity of trade unions of employees of the Armed Forces of Ukraine, (unions) of servicemen;

4. The current state of social work of the Armed Forces of Ukraine can be assessed as requiring immediate significant improvement and transformation, taking into account the experience of NATO countries.

5. The principle of human-centeredness should be the basis of social work.

The composition of forces and means of social work structures and social work activities should be carried out taking into account the personal approach to the relevant categories: in military units (units) the main principle is to create equal conditions and opportunities for all servicemen and workers in the exercise of their rights; benefits and social guarantees, implementation of measures aimed at education and development of legal culture of staff; in territorial centers of manning and social support the main principle of activity is to identify the most socially affected categories of persons

and provide them in cooperation with public authorities, local governments and non-governmental organizations appropriate targeted work.

7. In case of a positive decision, the fundamental document that will form the basis of the future structure and system of social work will be the Strategy for the development of social work in the Armed Forces of Ukraine until 2035. The purpose of this Strategy is to form a vision for the development of the organization of social work in the future, which provides for a gradual increase in its capabilities, the creation of an appropriate structure close to NATO standards.

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operation and persons who participated in national security and defense measures, repulse and deter the armed aggression of the Russian Federation in the Donetsk and Luhansk regions, ensuring their implementation, for the period up to 2023”.

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MODELING OF THE FUNCTIONING OF THE SYSTEM OF HOLISTIC MANAGEMENT OF THE ECONOMIC SECURITY OF AN ENTERPRISE

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Annotation. *For enterprises, the issue of not only development, but in most cases survival is associated with the constant improvement of the security system, which should be focused on the timely identification and reduction of the negative impact of all key internal and external threats. To perform such complex tasks, it is advisable to apply holistic management of economic security, which is characterized by the formation of a holistic view of all changes in the environment of the enterprise. For the effective functioning of the security system, its continuous improvement is necessary, which should be facilitated by the simulation carried out using the IDEF0 method. The results obtained are of practical importance for improving the management of the economic security of each enterprise.*

Keywords: *modeling, economic security, holistic management, threat, system.*

Introduction. In the past few years, the conditions for the functioning of Ukrainian enterprises have changed significantly under the influence of at least two factors such as COVID-19 and the digitalization of the environment. In the first case, we are talking about the application of restrictions on the physical movement of the population, which significantly reduced both the ability to meet their needs through the purchase of goods and services, and also concerned the partial or complete shutdown of enterprises. In this context, it is appropriate to mention the partial destruction of global value chains and the decline in the tourism sector with a significant increase in food prices. Another factor is associated with a further decrease in the effectiveness of the use of traditional marketing tools in favor of its digital version, which significantly changes the process of promoting goods. With the modern consumer actually ignoring traditional advertising, selling via the Internet and social networks is available to any business entity without any geographical restrictions, including small businesses, which requires not only a radical change in the marketing system, but also adjustment of tasks as a result emergence of new challenges, risks and threats. The influence of these factors requires not only a revision of the foundations of managing the economic security of an enterprise in order to refer to protection, but also the search and formation of conditions for the use of additional opportunities, which corresponds to the basic principles of applying a holistic approach, that is, a holistic perception of all changes in the external and internal environment of the enterprise.

Literature review. The following scientists are involved in the formation of a holistic approach to management: I. Adizes, D. Beck, V. Yevtushenko, Y. Ilkiv [5], F. Kotler, A. Maslow, V. Prokhorova, O. Sylkin [3], I. Semenyak, K. Wilberg, R. Ufimtsev,

V. Fostyak [2], V. Chobitok, N. Chuchko, T. Shyra [4], A. Shtangret [1]. Paying tribute to the scientific and practical significance of the works of leading scientists, it should be noted that in modern scientific literature and the practice of managing enterprises, insufficient attention is paid to the problem of holistic management of the economic security of an enterprise.

The purpose of the article is to model the functioning of the system of holistic management of the economic security of enterprises by applying the method of functional modeling of IDEF0 processes.

Research results. In conditions of increased uncertainty due to the high dynamics of the external environment and changes in on-farm processes, the use of a holistic approach is becoming increasingly relevant [1, p. 54]. In our interpretation, under the holistic management of the economic security of an enterprise, it is advisable to understand activities aimed at creating optimal conditions for the functioning and development of an enterprise by making and implementing management decisions based on the integrity of perception and forecasting of the dynamics of intra-economic processes, changes in the external environment of functioning, the impact of challenges, risks and threats, availability of resource and organizational support and interaction with external subjects of preservation.

In accordance with the basic idea of holism, holistic enterprise management is based on a holistic perception of all processes that take place in the external and internal environment of the enterprise, that is, the field of action of security subjects cannot be limited by any internal norms. In addition, we note the fact of not only analyzing the current activities of the enterprise and the dynamics of the external environment, but also predicting possible changes to form optimal development conditions.

The practical application of holistic management of the economic security of the company is unrealistic without the formation of an appropriate system. We have defined the purpose of such a system as the implementation of a set of management actions for the protection, effective use and development of security facilities. In accordance with this goal, we have outlined the main goals:

- coordination of interests (enterprises and agents of the external environment; different groups of owners (shareholders); owners and management; management and personnel of the enterprise);
- formation of safe conditions (detection, counteraction and elimination of negative consequences of the presence and action of challenges, risks and threats);
- protection, effective use and development of security objects (corporate interests, resources (material, financial, informational and personnel)).

The remaining elements of the system of holistic management of the economic security of the enterprise are defined in fig. one.

If the process of creating a system of holistic management of the economic security of an enterprise is momentary, then functioning with systematic improvement should be cyclic. Based on this, we carried out modeling using the IDEF0 process functional modeling method.

The significant advantages of IDEF0 attracted the attention of scientists and some of them were used, in particular by V. Fostyak for modeling the security management of enterprises [2, p. 22], O. Sylkin to consider anti-crisis management in the process of ensuring the financial security of an enterprise [3, p. 136], T. Shirokoy to substantiate the process of ensuring the functioning of the corporate security system of an enterprise [4, p. 335], Y. Ilkiv, M. Kopytko and L. Garasimov when considering the process of applying the mechanism for managing the security activities of innovation-active enterprises [5, p. 147].

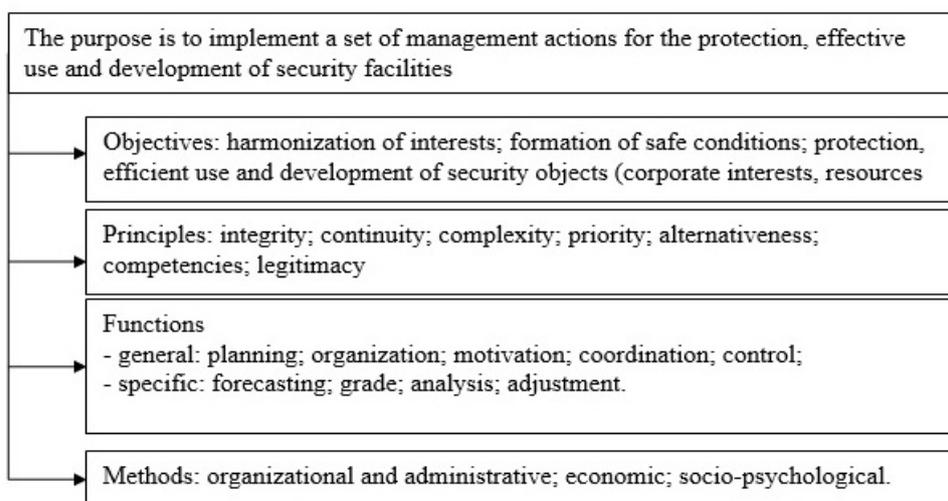


Fig. 1. Elements of the system of holistic management of economic security of the enterprise, formed by the author

We would like to note the key differences in our approach to using IDEF0 compared to the above scientists. We are talking, in particular, about the fact that we have used the entire previously established theoretical basis regarding the system of holistic management of the economic security of an enterprise, and also considers the process of ensuring the effectiveness and improvement of such a system in the conditions of enterprises. Along with this, a thorough acquaintance with the content of the publications named above by the scientists contributed to the formation of the necessary basis for their own modeling of ensuring the functioning of the system of holistic management of the economic security of an enterprise, based on the basic parameters, which are graphically presented in Fig. 2.

Modeling using the IDEF0 method begins in accordance with the approved standards [6] with the construction of a tree of nodes, which we have carried out in Fig. 3.

Subsequently, a context diagram was constructed (Fig. 4), which is a conditional “black box”, the connection of which with the external environment is carried out due to interface arcs.

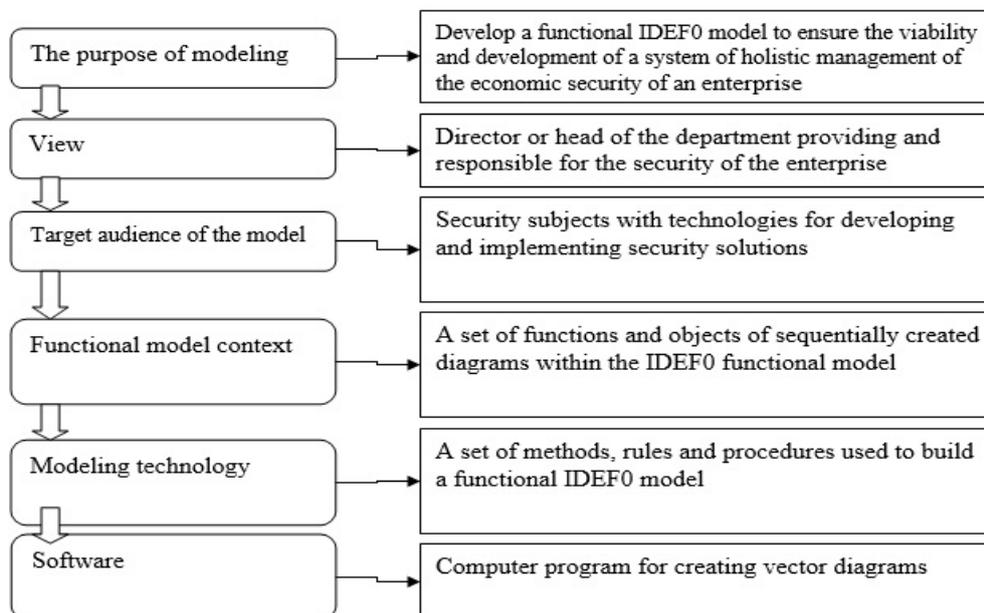


Fig. 2. Methodological basis for creating the IDEF0 model for ensuring the functioning of the system of holistic management of the economic security of an enterprise, formed by the author

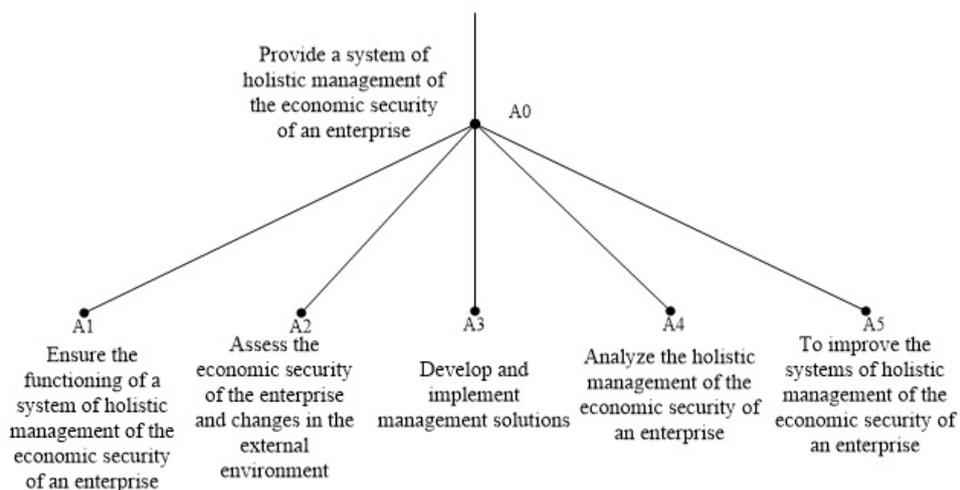


Fig. 3. Hierarchical ordering of the functional model IDEF0 ensuring the functioning of the system of holistic management of economic security of the enterprise, formed by the author

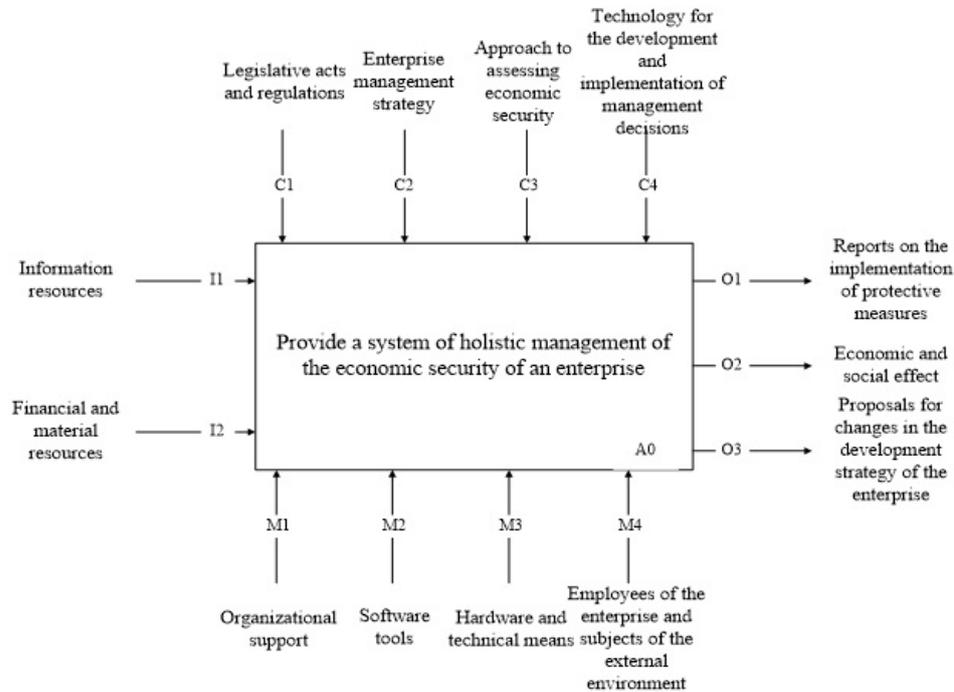


Fig. 4. Context diagram of the IDEF0 model for ensuring the functioning of the system of holistic management of the economic security of an enterprise, formed by the author

The context diagram forms the basis for further modeling, within which the so-called decomposition is carried out at the next stage, detailing with the allocation of key processes and the establishment of a connection between them. On Fig. 5 we present the decomposition of the first level of the IDEF0 context diagram for ensuring the functioning of the system of holistic management of the economic security of an enterprise, the content of which will be carefully considered below.

A1 – the functioning of the system of holistic management of the economic security of an enterprise forms the basis for the existence and development of any business entity, therefore, it requires clarity in setting tasks, their implementation and control over changes in the situation. The difference between the holistic management of the economic security of an enterprise lies in the implementation of guiding influence based on the results of the current level of security within the enterprise and the level of influence of the external environment, as well as taking into account the possibility of changing the situation in the tactical and strategic dimensions under the influence of internal and external threats. According to this, at the input to the model there is information, as well as the necessary financial and material resources to maintain the viability of the system

of holistic management of the economic security of the enterprise. Achieving the tasks set by the security entities should take place in accordance with the norms of the current legislation and internal regulations governing the duties and powers of employees of the relevant specialized departments.

A2 – an assessment of not only the level of economic security of an enterprise, but also a combination of its results with the identification and hierarchical ordering of key internal and external threats, provides the formation of a holistic view of the situation as a whole and creates the basis for further development of forecasts for the development of preventive protective measures. The complexity of the assessment allows not only to obtain the necessary data as a basis for further development and implementation of management decisions by security entities, but also uses information verification, therefore, improving the information support of the holistic management of the economic security of the enterprise.

A3 – the results of the assessment of economic security and the influence of the external environment form the necessary information basis for the development of management decisions by security entities, the implementation of which is aimed at maintaining security at an internally approved level and / or stabilizing the situation with subsequent restoration of balance. The specificity of this stage is the need to exercise guiding influence, when the objects of influence are both the employees of the enterprise, that is, the objects of safety, and the subjects of the external environment, requiring the use of excellent technologies in the development and implementation of management decisions. At the output of this stage, there is information about the results of the implementation of management decisions.

A4 – careful consideration of the results of the implementation of management decisions aimed at maintaining the stability of the functioning of a particular enterprise allows not only to control the efficiency of the use of resources for the safety of activities, but also serves as the basis for making changes in the system of holistic management of the economic security of an enterprise, that is, its consistent adaptation in accordance with new tasks, which are related to top management, the dynamics of on-farm processes and interaction with the subjects of the external environment.

A5 – the results of the assessment of the holistic management of the economic security of the enterprise in conjunction with the plans of financial and economic activities in the tactical and strategic dimensions are used to make changes in the system of holistic management of the economic security of the enterprise in order to improve the security activity as a basis for ensuring the development of the enterprise. We are talking about making adjustments to all parameters of the activities of the security service (personnel, financial, material and information support), as well as its interaction with external security subjects.

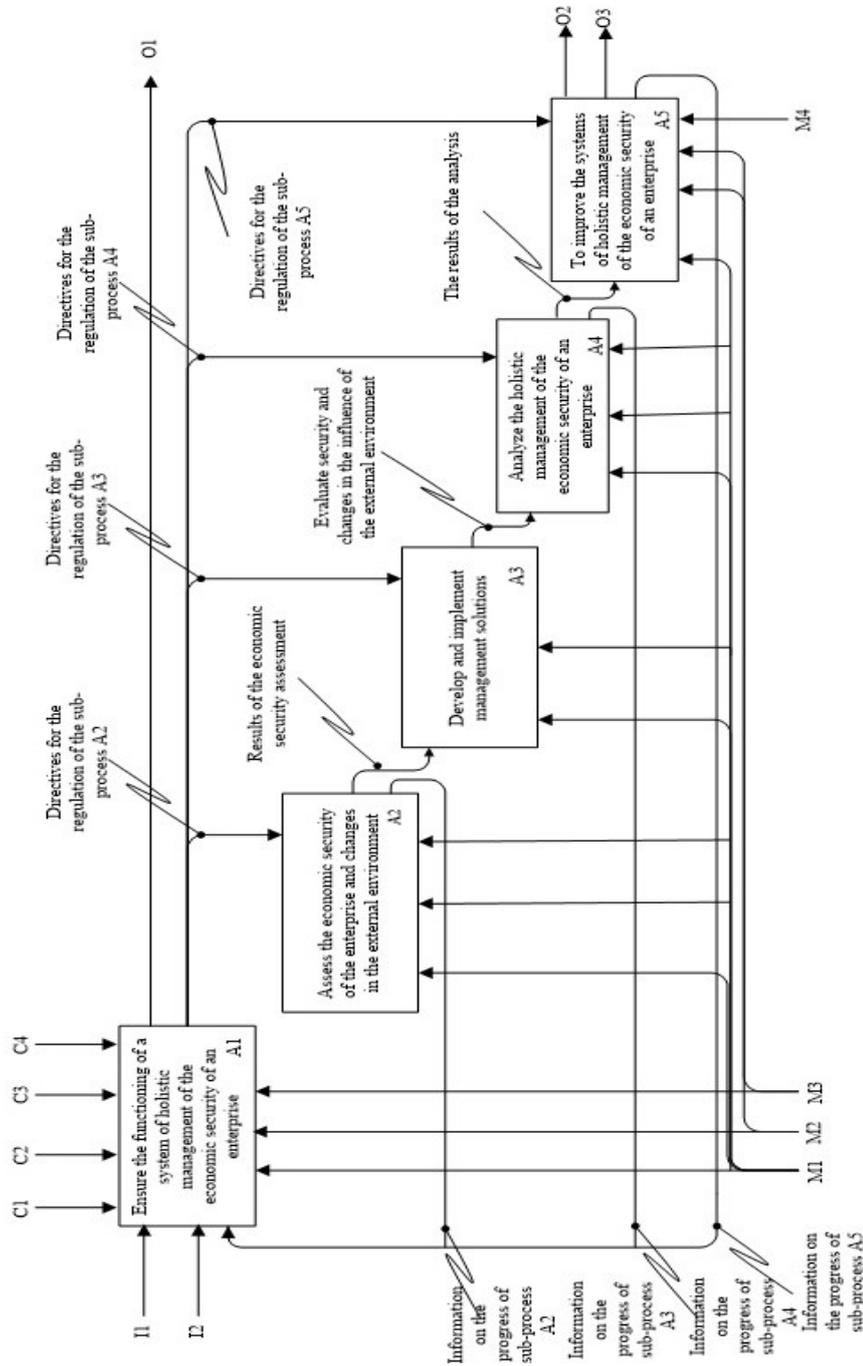


Fig. 5 The decomposition of the first level of the IDEF0 context diagram for ensuring the functioning of the system of holistic management of the economic security of an enterprise, formed by the author

Conclusions. In accordance with the task set, we have identified and characterized the main elements of the system of holistic management of the economic security of an enterprise, which creates the necessary methodological basis for further improvement and ensuring higher efficiency in enterprises. It has been proven that it is possible to counteract the high level of uncertainty that is characteristic of the business environment in Ukraine through a more active use of a holistic approach focused on the integrity of the perception of all changes both in internal business processes and in the dynamics of the external environment, which can be considered one of its most important advantages.

It is advisable to emphasize once again that the use of the IDEF0 method for modeling the provision of a holistic management system for the economic security of an enterprise was carried out on the basis of the ability to describe any processes through their holistic perception and identification of all interdependencies. Deep and gradual deepening allows at any stage of the functioning of the system of holistic management of the economic security of the enterprise to consider all functions with the identification of "weak points" and subsequent redesign to improve the viability of such a system, and hence the enterprise as a whole.

The developed decomposition of the first level of the IDEF0 functional model forms not only an idea of the process of functioning of the system of holistic management of the economic security of an enterprise, but in practice serves to ensure the coordination of employees of specialized and non-specialized units, purposefulness of actions, orientation towards the implementation of tasks, while maintaining the ability to consequently improve, which in general should contribute to the formation of safe conditions for the development of the enterprise.

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DIVERSIFICATION OF THE AGRICULTURAL ENTERPRISES: BACKGROUNDS AND DEVELOPMENT PROSPECTS

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Annotation. *The scientific article summarizes and substantiates scientific and methodological approaches to identifying and assessing promising areas for diversification of agricultural enterprises in the context of ensuring their economic development and increasing their competitiveness. The organizational and economic conditions and efficiency of activity of the agricultural enterprises of area as preconditions for application of diversification of their activity are defined.*

Keywords: *diversification, agriculture, agricultural enterprise, specialization, investment, profit, agritourism.*

Problem statement. Among the main theoretical and applied problems in managing the agricultural enterprises economic development and ensuring their competitiveness, the leading role plays the process of their activities diversification. As it is known, the goal of diversification is to balance the various types of enterprises activities, which, as a result, ensures the agricultural enterprises functioning efficiency by attracting available resources into circulation and their rational distribution between alternative uses. The diversification process is accompanied by the fulfillment of economic, social and environmental functions. The substantiation of new scientific and methodological approaches to ensure the efficiency and competitiveness of agricultural enterprises based on the diversification of activities remains the extremely important problem in the regions of Ukraine.

Analysis of recent research and publications. The theoretical and methodological foundations for the diversification process and its economic assessment implementation are laid down in the works of such scientists as O. Dobrovolska [1], Yu. Dubyna [1], M. Ilchuk [2], S. Nikitchenko [2], Ye. Perehuda [2, 3], L. Petryshyn [4], A. Chykurkova [9], I. Chukina [10] and others. At the same time, the problem for developing the effective organizational and economic mechanism for diversifying activities in the context of ensuring the agricultural enterprises economic development and increasing their competitiveness remains open in terms of further development in the practice of economic entities in the regions of Ukraine. Insufficient development of individual provisions of this problem and the need for further disclosure of scientific and methodological approaches for identification and assessment of the promising directions for diversifying the activities of agricultural enterprises have determined the relevance of the topic,

determined the study goals and objectives.

Task statement. Based on the foregoing, it is possible to formulate the research task, which lies in generalizing and improving the scientific and methodological approaches for identification and assessment of promising directions for diversifying the activities of agricultural enterprises in the context of ensuring their economic development and increasing competitiveness.

Presentation of basic material of the research. When summarizing the different approaches, we believe that the term "diversification of the agricultural enterprise activities" should be defined as a process that covers the strategy for ensuring competitive development, which provides for the introduction of organizational, economic and legal changes in the agricultural enterprises [9, p. 82]. The main goal for diversification the business entities activities are: achieving increase in financial synergy; income stabilization; reducing operational risk; increasing credit opportunities; ensuring growth; expansion of business activities.

Diversification as a social form of organization of production allows enterprises to more efficiently use the available material resources, land and labor and thereby reduce the seasonality of production, increase the workers employment, receive additional income from timely and thoughtful industry maneuverability, and also enhance to reduce economic risks and increase incomes of the population. The entrepreneurial activity diversification is due to objective factors in the development of the market economy, which should activate possible sources of internal growth and ensure the increase in production efficiency [2, p. 13].

The diversification of activities is accompanied by the increase in the level of the rural population employment, increase in its income and increase in the total amount of income, and especially their gross income. The increase of gross income occurs not only in individual types of activities, but also for a diversified enterprise as a whole. Although diversified production is not always characterized by the increase in the rate of return, since it requires attracting additional investments, which in many cases have too long a payback period [3, p. 114].

Diversification serves as a guide for investing in the real economy sector. The core business, acting as the capital flow regulator, ensures high controllability of the flow of funds invested in new enterprises and industries, in particular, aimed at a complete renewal or re-equipment of fixed capital, to replenish working capital. Due to the diversification measures, the multiplier effect of the use of funds is created. Diversification is assessed by academic economist as a new evolutionary form of the capital development that arises in order to obtain additional advantages over the capabilities of individual enterprises operating independently. The diversified capital is a new complex system with specific properties, such as high turnover and mobility [1, p. 64].

Diversification as a form of diversity of economic activities of agricultural enterprises has a technical, economic and organizational dimension. From the technical point of view, it is reduced to the unification of technically and technologically close industries; economically, this is a structure of production in which the enterprise, thanks

to maneuvering the types of production and the resources used, achieves the maximum possible stabilization under these conditions, and often the increase in the amount of profit received; from the organizational point of view - this is the transition from monoculture to diversified production with a wide range of products. Specialization is the basic for starting the diversification process. As a rule, there is no need to diversify the multi-activity enterprise; such a need arises only for highly specialized agricultural enterprises [4, p. 502-503].

The advantages for diversification in the agricultural sector of the economy are: flexibility, adaptability to the market fluctuations, expanding the range of products, increasing profits, reducing sales costs, economies of scale, distributing financial risks in different directions, facilitating entry into the world market, optimizing the structure and size of production. The disadvantages for diversification in the agricultural sector of the economy are: high costs of entering the industry and exiting the industry in case of failure, it takes time to make a profit, lack of knowledge and skills of management personnel, high level of risk, the impossibility of accurately assessing the prospects for diversification, monopolization of the economy [9, p. 84].

The apparent in the diversification process are positive results in the provision of social functions. This is, first of all, providing workers with goods produced at the enterprise, providing them with agrochemical, veterinary and other types of services. The activities diversification effectiveness is determined not only by the increase in the amount of production, but also by the assortment of goods, diversification, the emergence of additional fields for investment and their structure, and the growth of workers professionalism. In addition, the expansion of the manufactured goods range increases the number of channels for their sale [10, p. 83].

The study of the prerequisites for diversification should begin with the assessment of the production of the main types of agricultural products (Table 1).

The analysis revealed the overall increase in the agricultural production. In particular, grain production increased by 891 thousand tons, or 33.1%; sunflower by 222 thousand tons or 64.2%. Potato production also increased by 0.7 thousand tons, or 28.0%; vegetables - by 5.9 thousand tons, or 125.5%. At the same time, the volume of sugar beet cultivation decreased by 639.4 thousand tons, or by 40.6%, and fruits by 7.4 thousand tons, or by 30.0%. In the context of the main types of livestock products, milk production increased in 2020 by 31.8 thousand tons or by 20.5%. The production of beef and veal during the period under analysis did not change, the production of pork and eggs decreased respectively by 3.5 thousand tons, or by 21.5% and 78.3 million pieces, or by 9.1%.

It should be noted that the share of agricultural enterprises in the region in the structure of agricultural products is different. So, during 2016-2020. they produced grain within 87-90%, sugar beet - 94-95%, sunflower - 96-97%, potatoes - 4-5.7%, vegetables - 13-17.6% of fruits and berries 8.5-26 % of the total. The change in the structure of production in the context of individual product groups is shown in Table No 2 below and in Fig. 1.

Table 1

Production of main types of agricultural products in agricultural enterprises of the Khmelnytskyi region, thousand tons

Products	2016	2017	2018	2019	2020	Deviation of 2020 from 2016	2020 in % to 2016
Cereals and legumes	2693,5	3010,4	3440,6	3387,4	3584,5	891	133,1
Factory sugar beet	1573,5	1958,7	1399,1	1370,0	934,1	-639,4	59,4
Sunflower	345,7	437,5	483,0	512,3	567,7	222	164,2
Potato	2,5	2,4	2,6	1,7	3,2	0,7	128,0
Vegetable crops	4,7	8,9	7,8	8,4	10,6	5,9	225,5
Fruit and berry crops	24,7	29,4	33,8	16,7	17,3	-7,4	70,0
Meat (slaughter weight), thousand tons	31,6	30,2	32,6	34,9	29,1	-2,5	92,1
Including							
beef and veal	5,2	5,5	5,1	5,2	5,2	-	100,0
pork	16,3	15,8	15,7	14,6	12,8	-3,5	78,5
poultry meat	10,1	8,9	11,8	15,1	11,1	1	109,9
Milk, thousand tons	154,8	161,0	168,4	174,6	186,6	31,8	120,5
Eggs, million pieces	864,8	1139,2	916,1	845,6	786,5	-78,3	90,9
Wool, t	3	3	1	-	-	-	-

Source: calculated according to data [7, p. 236, 254].

Table 2

Change in the structure of grain production in Khmelnytskyi region, %

Products	2016	2017	2018	2019	2020	Deviation of 2020 from 2016
Cereals and legumes	100,0	100,0	100,0	100,0	100,0	-
Winter crops	46,4	39,7	33,0	39,1	28,3	-18,1
Including						
wheat	42,4	36,6	31,1	36,8	26,3	-16,2
rye	0,6	0,9	0,3	0,3	0,3	-0,3
barley	3,3	2,2	1,6	2,0	1,6	-1,6
Spring crops	53,6	60,3	67,0	60,9	71,7	18,1
Including						
wheat	1,8	1,9	1,1	1,1	0,6	-1,2
rye	12,5	11,1	9,1	9,5	6,2	-6,3
Corn for grain	37,3	44,3	54,4	48,9	63,5	26,2
oats	0,6	0,6	0,5	0,4	0,4	-0,2

buckwheat	0,5	0,6	0,5	0,3	0,4	-0,2
leguminous crops	0,9	1,7	1,4	0,7	0,6	-0,3

Source: calculated according to data [7, p. 235].

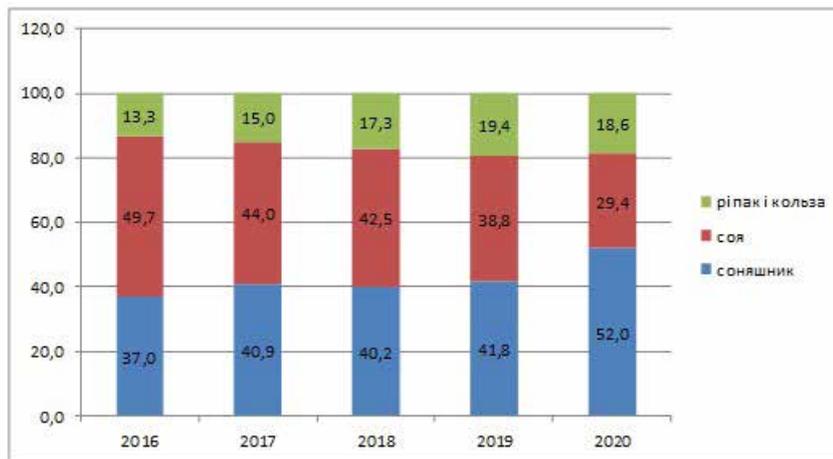


Fig. 1. Structures of oilseeds production at agricultural enterprises of the Khmelnytskyi region Source: calculated according to data [7, p. 235].

Ріпак і кольза	Rapeseed and Colza
Соя	Soybeans
Соняшник	Sunflower

The study of changes in the grain production structure revealed that during the period 2016-2020 the share of winter grains decreased from 46.4% to 28.3%, while at the same time there was observed the increase in the spring crops group from 53.6 to 71.7%. The study of changes in the structure of winter crops for all analyzed crops showed that in the spring group, growth occurred only due to the increase in the production of corn for grain, the share of which increased from 37.3 to 63.5%. In the structure of oilseeds, the share of sunflower increased from 37.0 to 52.0%. For rapeseed and rape, the share also increased from 13.3 to 18.6%. During the study period, the share of soybeans decreased from 49.7% to 29.4%.

The total sown area in 2020 for all categories of farms in the region amounted to 1 million 1197 thousand hectares, which is 22 thousand hectares more than in 2019. Grain crops in the structure of sown areas were located on the area of more than 615 thousand hectares, and the area of industrial crops amounted to 401 thousand hectares. The share of these crops was 51 and 34%, respectively. The sowing of corn was increased by 77 thousand hectares and sunflower by 29 thousand hectares. At the end of 2020, according to the statistical reporting, 4.0 million tons of grain were harvested in standard weight,

which is 200 thousand tons more than in the previous year. The average grain yield was 64.9 c/ha, which is the third indicator in Ukraine. The agroformation of 19 districts observed a gross grain harvest of over 100 thousand tons, and in 6 districts this figure exceeds 200 thousand tons. The highest level of grain yield - more than 80 c/ha - was obtained in the farms of the Chemerivtsi and Shepetivka districts [6].

Along with that, about 1.0 million tons of sugar beet were obtained with the average yield of 404 c/ha. 110 thousand tons of sugar were produced, and the self-sufficiency of the region in this type of product is 220%. Gross soybean production in 2020 amounted to 324 thousand tons with the yield in the region of 24.2 c/ha; about 570 thousand tons of sunflower seeds were harvested with the yield of 32.4 centners per hectare, the yields of these crops are among the best in Ukraine. Khmelnytsky region produced 1.3 million tons of potatoes and 220 thousand tons of vegetables in 2020. The average yield of these crops is 193 c/ha and 199 c/ha, respectively [6].

We believe that the main type of diversification of production activities for agricultural enterprises of the Khmelnytskyi region is the development of the livestock industry. Since in 2020 only in Bilohiria, Dunaivtsi, Iziaslav, Kamianets-Podilskyi, Krasyliv, Slavuta, Starokostiantyniv, Teofipol, Khmelnytskyi and Chemerivtsi districts agricultural enterprises had this industry, there is the possibility of expansion in these areas in 9 out of 20 districts, respectively. In general, 45% of the agricultural enterprises, given their organizational and economic conditions, can still develop the livestock industry.

Animal husbandry is a complex of interrelated branches of agriculture. It provides the population with more valuable food products. The industry is determined not only by a high share in the production of gross output, but also by a great influence on the economy, job creation, development of the social sphere, processing and food industries. The most common areas of specialization of livestock farms in the Khmelnytskyi region at present are: dairy cattle breeding, pig breeding, poultry farming.

In the region in 2020, 219.3 thousand heads of cattle were kept in all categories of farms, including 123.4 thousand heads of cows, 324.9 thousand heads of pigs, 33.2 thousand heads of sheep and goats and 6.6 million birds. Compared to the corresponding period last year, the number of young cattle increased by 1.2 thousand heads, but the number of cows decreased by 3.2 thousand heads, the number of poultry by 1.5 million heads, and the number of pigs increased by 12.7 thousand heads, sheep by 6.7 thousand heads. In 2020, 90.7 thousand tons of meat in live weight were sold, 651.5 thousand tons of milk and 973 million eggs were produced. Compared to 2019, milk production increased by 2.5%, but the production of chicken eggs decreased by 5.3%, meat sales by 9.2%.

According to the number of livestock Khmelnytskyi region in the State occupies: cattle - 1st place, cows - 1st place, pigs - 7th place, sheep and goats - 12th place, birds - 10th place.

In terms of production volumes, the region in Ukraine occupies: milk - 3rd place, meat sales - 10th place, egg production - 2nd place [6].

Table 3

Meat and milk production in Khmelnytskyi region districts

Districts	Years									
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
	Meat					Milk				
Khmelnytskyi region	44,3	42,6	45,3	48,2	40,6	0	161,0	168,4	174,6	186,6
Including										
Bilohiria	1,7	1,7	1,6	1,3	1,1	13,5	16,6	18,4	14,6	20,8
Vinkivtsi	1,5	1,6	1,6	1,9	–	–	–	–	–	–
Volochysk	5,2	6,2	5,4	6,0	6,5	14,5	14,5	15,8	–	–
Horodok	1,7	2,4	2,8	2,5	–	3,3	2,7	–	–	–
Derazhnia	0,7	0,6	0,9	1,2	1,2	3,0	–	–	–	–
Dunaivtsi	5,3	5,8	5,5	12,0	6,1	4,8	5,0	4,7	4,6	5,1
Iziaslav	0,8	0,7	0,7	0,9	0,7	6,4	8,4	7,7	8,9	7,6
Kamianets-Podilskyi	2,9	0,9	4,1	1,6	2,1	5,7	4,5	3,9	2,7	2,1
Krasyliv	1,7	2,3	2,2	2,1	2,1	11,0	10,3	9,6	11,5	12,7
Letychiv	0,5	0,6	0,6	0,7	–	–	3,8	–	–	–
Nova Ushytsia	0,0	0,0	–	–	–	–	–	–	–	–
Polonne	1,7	0,7	0,5	0,6	0,9	4,2	4,4	5,2	–	–
Slavuta	0,8	0,7	0,5	0,5	0,5	7,7	7,3	7,8	8,6	9,6
Starokostiantyniv	1,0	0,8	1,1	1,2	1,1	5,7	6,5	6,5	6,4	8,2
Stara Syniava	0,3	0,4	0,4	0,3	–	4,0	3,4	2,7	2,7	–
Teofipol	6,4	5,5	5,4	4,1	2,1	26,9	28,3	30,8	35,0	33,7
Khmelnytskyi	6,6	6,2	7,0	6,3	6,4	14,6	14,9	16,5	18,6	21,0
Chemerivtsi	3,2	3,4	3,0	3,3	3,5	12,6	12,8	11,6	11,8	13,0
Shepetivka	1,1	0,9	0,7	–	–	10,6	12,1	12,6	–	–
Yarmolyntsi	1,1	1,2	1,3	1,0	1,1	–	–	–	–	–

Source: calculated according to data [7, c. 261, 262].

Diversification of activities is accompanied by an increase in the level of employment of the rural population, an increase in its income and an increase in the total amount of income and especially their gross income. The growth of gross income is not only for individual activities, but also for the diversified enterprise as a whole. Although diversified production is not always characterized by an increase in the rate of return, as it requires additional investment, which in many cases has too long a payback period [2, p. 15]. The positive results in ensuring social functions are obvious in the process of diversification. This is, first of all, providing employees with goods produced at the enterprise, providing them with agrochemical, veterinary and other services. The

effectiveness of diversification is determined not only by the growth of production, but also the range of goods, diversification, the emergence of additional areas of investment and its structure, the growth of professionalism of workers. In addition, expanding the range of manufactured goods increases the number of channels for their sale.

In order to promote the development of animal husbandry and processing of agricultural products in 2020, agricultural producers of Khmelnytskyi region received state financial support in the amount of UAH 150.2 million in various areas, including: UAH 2.04 million - for keeping dairy cows for 15 farms ; UAH 13.3 million - special budget subsidy for existing bee colonies for 1.3 thousand individuals and legal entities; UAH 46.1 million - for partial reimbursement of the cost of breeding animals, bees, sperm and embryos for 27 enterprises; UAH 36.9 million - for partial compensation of the cost of purchased agricultural machinery and equipment of domestic production (a total of 103 units); UAH 51.8 million - to reimburse interest on loans; UAH 7.2 million - for partial reimbursement for purchased planting material of fruit and berry crops, grapes and hops for 2 agricultural enterprises. The regional budget provides UAH 683,000 for partial compensation for the cost of individual milking units, which was used by 162 individuals, and UAH 172,000 for partial compensation for machinery for 2 family farms. Particular attention was paid to attracting investment. In 2020, enterprises and organizations of the region at the expense of all sources of funding mastered 9210.2 million UAH of capital investment, which in comparable prices in 2016 is 18.1% less than in 2019 [5].

The development of the agricultural sector in Khmelnytskyi will be ensured through the implementation of the following measures: creating favorable conditions for increasing the economic potential of agricultural production, including due to organic production and increasing the productivity of crop and livestock production; implementation of investment projects in the field of crop production, animal husbandry, development of infrastructure for the storage and processing of agricultural products; promoting the ecological and organic products market development; increasing the efficiency of the organic products production and processing; ensuring the growth of livestock products gross output in the agricultural enterprises and farms by improving selection, housing and feeding conditions; implementation in the region of measures of state financial support for the agro-industrial complex by reducing the cost of loans, supporting the livestock industry; promoting the development of horticulture and berry growing; expanding the network of agricultural service cooperatives, creating family farms, increasing the level of population employment living in rural areas; organization of land sales in the form of the auction for the sale of the right to lease agricultural land [5,8].

When evaluating the agricultural enterprises production activities and in order to identify opportunities for further diversification, the main technological processes should be taken into account: collection, storage, transportation and standardization. The study showed that the largest reserves for further diversification of agricultural enterprises in the studied region are the storage and processing of agricultural products. The important stage of the model "Production - Transportation - Storage - Standardization - Certification

- Sales" is the storage of products in specially equipped premises. This place are the grain storage facilities. In Ukraine, the main types of the grain storage facilities are elevators and one-story premises with horizontal or inclined floors. Modern warehouses are built according to the projects that provide for the loading of grain by conveyors, the use of the grain gravity flow principle, etc.

Elevator is a fully mechanized grain storage facility, designed to store grain and perform the necessary operations. The modern elevator provides all operations with maximum efficiency and reliable grain preservation. Unlike warehouses with stationary mechanization, the elevator is quite compact due to the high height of the structures. The study has revealed that agricultural producers have a sufficient number of storage facilities for agricultural products. However, it should be noted that the period of operation of these structures in more than 90% of enterprises is more than 20 years.

The important direction to diversify agricultural enterprises is to improve marketing policies and its implementation, namely: the detection of possible sales channels and definitions (in the presence of several channels and the corresponding need) of the optimal sales structure.

The study has revealed that the main types of products realized by agricultural producers to processing enterprises, remain sugar beets, milk and milk products. Their share is more than 90%. However, in 2020 compared with 2016, the sale in accordance with these sugar beet channels increased by 8%, and the sale of milk and milk products decreased by 0.4%. The main types of products sold in the market are eggs, fruits and berries and vegetables. Although in 2020 compared with 2016, the share of fruits and berries sold has decreased from 53.7 to 25.9%, vegetables decreased from 30.7 to 11.8%. The volume of eggs sold in this direction increased from 35.1 to 40.5%. The population, at the expense of wages, leases of shares (including implementation through the public catering system), grain crops were largely implemented. For the analyzed period, their share in accordance with this channel has remained almost unchanged. In general the agricultural products are sold by other channels that are, as a rule, intermediary structures or traders engaged in further products resale. This is especially the case with cereals and oilseeds.

The deepening of activity diversification has a positive effect on various aspects of the production system operation. In this case, the increase in total production and in the amount of agricultural species is observed. Accordingly, it also relates to the commodity products. The manufacturing structure of the enterprise is optimized in the light of market demand. This process has a positive effect on the preservation of the profitability of production and its growth, contributes to financial stabilization due to the growth of enterprises and increase its competitiveness. The diversification process provides not only the preservation of jobs, but also significantly increases their number. In this case, the situation with the timeliness of payments is improved, and the growth of rural income increases due to the growth of labor productivity, the level of qualifications and the combination of working responsibilities. The use of labor becomes more uniform during the year by reducing seasonality of production [2,3].

Diversification of production increases the economic stability of the enterprise due to a more uniform flow of funds during the year. In addition, it activates the work of managers in terms of studying the grocery of food markets and service markets, and this situation contributes to reducing the level of monopoly. Also, this process contributes to increasing the ecological efficiency of production, which is provided by rational land use with the introduction of organic technologies, increasing the quality of products through the use of organic by-products of basic industries [2,9].

The results of studying the effectiveness of the agricultural enterprises production activities in the Khmelnytskyi district are presented in Table 4.

Table 4

Efficiency of production activity of agricultural enterprises in the Khmelnytskyi region

Industries	Year	Financial result (balance), ths. UAH	Enterprises that have gained profit		Enterprises that have gained profit loss		Level of profitability (loss-making),%
			percent to the total number of enterprises, units.	Financial result, ths. UAH	percent to the total number of enterprise, units.	Financial result, ths. UAH	
In total	2016	3005947,2	76,5	6727923,9	23,5	3721976,7	13,3
	2017	1846242,0	76,7	9389030,4	23,3	7542788,4	13,5
	2018	6380427,6	77,4	8775523,4	22,6	2395095,8	10,9
	2019	9717621,8	76,0	12524837,5	24,0	2807215,7	10,0
	2020	5031449,0	75,3	11875167,5	24,7	6843718,5	11,9
Agriculture	2016	3621226,1	88,6	4646424,8	11,4	1025198,7	36,9
	2017	1872149,1	89,9	6796381,9	10,1	4924232,8	30,1
	2018	5094414,7	90,3	5682999,9	9,7	588585,2	22,5
	2019	4317892,2	87,5	5361595,2	12,5	1043703,0	19,9
	2020	4927157,5	89,0	7016179,2	11,0	2089021,7	22,3

Source: calculated according to data [7, c. 412, 421].

As the research results revealed, the share of agricultural enterprises that made a profit in the period 2016-2020 ranged from 87.5 to 90.3%. Their share increased in 2020 by 0.4 p.p. compared to 2016. If compared with enterprises in all industries, their share during the study period ranged from 75.3 to 77.4%. However, their share, on the contrary, decreased in 2020 by 1.2 p.p. compared to 2016, the financial result of agricultural enterprises that received profit for the period 2016-2020 increased by UAH 2,369,754.4 thousand, or by 51.0%. Significantly less in agriculture, respectively, is the share of enterprises that received a loss during 2016-2020. (ranged from 9.7% in 2018 to 12.5 in 2019). The level of profitability of agricultural enterprises in 2020 is almost 1.9 times higher than in general in all sectors of the region, which indicates their profitable and effective activities.

Conclusions. The level of production activities diversification of agricultural enterprises in the Khmelnytskyi region for the analyzed period increased by 2.5%. In addition, the grouping of the agricultural enterprises by the number of products types has revealed that the most profitable are the enterprises, the range of products of which is 8 or more types of products. The profitability of production at these enterprises is more than 35%.

During the period 2016-2020 the efficiency of the production activity of agricultural enterprises in the Khmelnytskyi region has decreased, as evidenced by the decrease in the level of profitability from 36.9 to 22.3%. It has been proved that 45% of the studied agricultural enterprises have no livestock sector. In the structure of cash receipts from the sale of the agricultural enterprises products of the studied region in 2020, 88.9% was occupied by crop production, which is 6.8 p.p. more than in 2016. The share of the main types of products manufactured (cattle meat, pork and milk) remains insignificant (11.1%). The bulk of the manufactured products is sold to the processing enterprises (sugar beet, milk) or through other channels (cereals, oilseeds).

Finding the directions for the diversification development should be accompanied by a set of measures that would ensure the increase in the enterprise competitiveness. These measures should take into account the level of competition in the markets for the expanded product ranges, new types of services and the conditions of these markets and the adaptation of the diversified enterprises to them.

Therefore, the study of the issues of assessing the diversification level of the agricultural enterprises production activities in the Khmelnytskyi region and its effectiveness indicates its average level in comparison with other enterprises in Ukraine. The promising area of research is the feasibility of further development of agricultural service cooperatives and the creation of new ones on the basis of functioning agricultural enterprises.

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PUBLIC ADMINISTRATION

MECHANISMS OF FORMATION AND IMPLEMENTATION OF STATE POLICY IN THE FIELD OF YOUTH PROTECTION

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Annotation. *In the conditions of decentralization, the key to the preservation and accumulation of human potential of the united territorial community (UTG) as the basis of its socio-economic development is the availability of conditions in the community for self-realization of young people. This requires defining the modern European principle of youth participation in community life as one of the priorities of local government, the implementation of which in practice requires sufficient resources and powers in OTG to address local youth issues in key areas (including effective management of education according to local needs, when in modern conditions the prestige of higher education among young people decreases, and its highest level does not guarantee success in professional self-realization in the labor market, health care, promotion of proper employment, young people are forced to agree to work that does not meet their needs and training, housing, social services, etc.) and coordination of OTG executive bodies of interagency and intersectoral cooperation in the interests of youth (including strengthening the role of local government leaders in coordination and cooperation of representatives of various industries and sectors), as well as support for existing and development of new components of youth infrastructure (youth centers, administrative and organizational units and centers of practical work).*

Keywords: *territorial community, youth policy, social policy, New Ukrainian school.*

Reforming local self-government and territorial organization of power is an integral part of strategic transformation in Ukraine. The establishment of direct democracy, the formation of affluent communities, the availability and proper quality of services in various fields largely depend on the separation of powers between the executive and local governments on the basis of subsidiarity and decentralization. Decentralization of power is already significantly changing our country and the post-Soviet system of government. The transfer of new powers and powerful financial resources to the field has increased the capacity of communities and changed the vector of their movement for development. Communities are getting stronger and more successful. At the same time, their current and future development is based on the conscious and knowledgeable young generation of Ukrainians, as young people are the basis not only of a strong community, but also of a strong state and its innovative progress.

It was the young people who approved the European civilization choice of the

Ukrainian people. Today, young people are called the generation of transition, living in an era of rapid and profound change, in years of turmoil and new opportunities. Youth is the present on which our future and the future of our state depend. Awareness of this requires the delineation of relevant areas of youth policy in the country, which will contribute to the gradual entry into independent life and the formation of the younger generation. The formation of young people's abilities is due to the peculiarities of this age group: active life position, high demand for education, increased mobility for job changes, retraining, development of new types and areas of activity. Current trends in the migration of young people in Ukraine with a focus on highly developed regions and foreign countries put before the community priorities - creating conditions for personal development, social activity and employment of young people to stay, work in the community and participate in its development and development.

Thus, youth policy in the context of decentralization is focused on creating a comfortable environment for life and development of youth in communities, and the priority areas of its implementation are financial and human resources, youth infrastructure development and youth involvement in decision-making and monitoring.

The purpose of the article is to substantiate the mechanisms of formation and implementation of state youth policy in the field of public protection.

Analyzing the statistical data (Table 1) on the number of certain age groups of young people in modern Ukraine, it is necessary to take into account a number of factors that affect the reliability of this information. On the one hand, more than 30 years have passed since the last All-Ukrainian Population Census in 2001, which has had a negative impact on the quality of accounting for the population and gender and age composition of the population. On the other hand, due to the difficult political and socio-economic situation, the processes of population movement (both inside and outside the country), changes in the number of inhabitants of certain administrative territories have not always been registered.

Table 1

Number of young people (14-34 years) by sex, five-year age groups and place of residence, 2021, persons

Age group, years	Urban settlements		Countryside		Total
	Men	Women	Men	Women	
14–19	742947	709591	410830	383560	2246928
20–24	834339	787430	426527	403276	2451572
25–29	1105147	1083885	536510	486917	3212459
30–34	1350499	1342270	482845	443651	3619265
Total, 14–34	4032932	3923176	1856712	1717404	11530224

Source: according to the State Statistics Service of Ukraine, excluding the temporarily occupied territory of the Autonomous Republic of Crimea, the city of Sevastopol and part of the anti-terrorist operation zone.

However, it is not possible to limit oneself to the quantitative characteristics of the young population. In the modern world, with the recognized priority of human capital for sustainable development, the assessment and analysis of qualitative characteristics is of great importance, including health (physical, mental, social), which provides both the ability to reproduce the population and its full life. .

The health of young people is one of the most important qualitative characteristics, which allows further prospects for the life of a young person, his social and professional realization, the ability to implement reproductive guidelines, and as a result - a contribution to social development. According to the National Academy of Medical Sciences of Ukraine, deviations in the state of health for almost 80% of students in grades 9-11 cause restrictions in the choice of professions (more than half of them are due to chronic diseases). The consequences of negative trends in the health of young people are the reduction of the working population and the reduction of the country's labor potential. In the context of decentralization, it is extremely important to develop a policy aimed at forming, strengthening and maintaining the health of young people, which takes into account the study and analysis of its features and local conditions, opportunities, resources to justify effective strategies and specific measures.

Strategic resources for the formation of a model of sustainable economic development are young people with their educational, intellectual and professional potential. The educational level of the country's population, in particular the younger generation, is one of the important indicators on which the direction of modernization of our society will depend. The analysis of the distribution of youth by level of education (Table 2), conducted according to a sample survey of the population (households) on economic activity, shows that the prestige of higher education among young people is declining.

Table 2

Distribution of young people by level of education, gender and age groups in 2021 (% of the population of the relevant gender (age) group)

	According to the article			By age groups (years)			
	Men	Women	15–19	20–24	25–29	30–35	
Higher Education	24,4	31,5	0	17,1	39,7	38,7	
Basic higher education	2,9	3,2	0,1	8,9	2,1	1,5	
Incomplete higher education	11,9	15,3	1,8	16,7	15,7	15,6	
Vocational and technical education	23,2	13,9	4,7	20,9	21,1	21,9	
Complete secondary education	26,7	25,9	42,3	34,4	18,8	19,4	
Complete secondary education	26,7	25,9	42,3	34,4	18,8	19,4	
Primary general or no education	1,4	1,3	6,2	0,4	0,4	0,4	

Thus, while among the older age group (30-35 years) 38.7% of respondents received higher education, while among young people aged 25-29 this figure was already 39.7%. Basic education increases the efficiency of each individual employee. Young people who have only received primary education can master the simplest professions, such people find it much harder to adapt to complex production processes and methods, so they make less contribution to economic development. But the highest level of education does not guarantee success on the path to professional self-realization in the labor market in modern conditions. Limited sources of income after graduation, unsuccessful start of working life force young people, including graduates of higher and secondary vocational schools to accept work that does not meet their needs and training.

Education should be a key factor in economic growth, an effective means of social advancement of every citizen. To this end, the Government has identified the main priorities of its activities in the reform of education - a quality, modern and affordable general secondary education, "New Ukrainian School"; modernization of vocational education; ensuring the quality of higher education and a new system of management and funding of science. To achieve these goals, the Law "On Education" of 05.09.2017 № 2145-VIII was adopted, according to which a person exercises his right to lifelong learning through formal, non-formal and informal education.

The state youth policy plays a systemic role in building work with youth in decentralization, in particular the Concept of the State Targeted Social Program "Youth of Ukraine" for 2021-2025, which aims to create favorable conditions for development and self-realization of Ukrainian youth, patriotism and citizenship. identifies national priorities and directions of youth policy, based on the most pressing issues of youth:

- high morbidity and mortality, low motivation to maintain a healthy and safe lifestyle;
- low level of employment in the labor market in the chosen profession;
- slow pace of youth entrepreneurship development;
- insufficient use of youth innovation potential;
- low quality of general education, insufficient use of the potential of non-formal education in order to increase the competitiveness of young people in the labor market;
- low level of providing young families with their own and social housing;
- unsystematic nature of the formation of young people's civic position and patriotism;
- lack of a steady trend of reducing youth crime, violence and systematic work in the field of its prevention;
- low level of organization and culture of youth leisure;
- weak integration of Ukrainian youth into the European and world youth community.

The implementation of an effective and purposeful youth policy in the context of decentralization at various levels is possible only if the joint efforts and coordination of state bodies, local governments and youth representation are coordinated. That is why the Council of Donors has a Council of Donors for the implementation of local government reform and territorial organization in Ukraine, which includes representatives of central

executive bodies, associations of local governments and about 20 international donor projects and organizations, experts. Today, the process of developing and implementing standard models for the organization of a single social and humanitarian space in various types of administrative-territorial units of the basic level, in which the development of youth policy should be a priority.

Thus, at the national level, the central body of executive power that ensures the formation of youth policy and its implementation is the Ministry of Youth and Sports, which in the context of decentralization should perform the following functions:

- regulatory and legal support;
- formation of development strategy and priority directions of youth policy, in particular education of conscious and responsible youth (formation of national idea);
- providing advanced training for youth workers;
- methodological support, in particular taking into account international experience and best practices;
- financing or assistance in attracting funds for the implementation of programs, projects, competitions, etc.

The Ministry of Youth and Sports interacts with youth public advisory bodies and engages other stakeholders through the Public Council under the Ministry of Youth and Sports of Ukraine.

Until recently, youth policy in Ukraine was regulated and administered by state bodies, directions, tasks of youth policy, forms of work, volumes and directions of funding were formed administratively. Instead, European practice shows that the main funding (up to 85%) for youth work falls on municipal (local) budgets. The process of decentralization of power in Ukraine shifts the emphasis from centralized management to local self-government, determines the priority of public involvement and social activity of youth, forms a new approach to organizing activities - from "youth work" to "youth participation".

For the effective implementation of youth policy at the community level it is necessary to provide:

- the necessary infrastructure of youth policy, including the implementation of its organizational and financial support;
- ensuring the activities of youth centers and youth workers;
- promoting the formation and development of civil society institutions;
- establishing intersectoral and intersectoral cooperation in youth work;
- evaluation of the effectiveness of youth work at the community level (according to the developed indicators) and reporting to the community on the state of work with youth;
- providing conditions for youth participation and youth public control.

It is important today not only to ensure the coordination of youth work, but also the active involvement of young people in the life of local communities (OTG).

The separation of youth policy in the direction of the work of the executive bodies of the OTG also involves the implementation of the next step - the budgeting of such

activities. Despite the small amount of funds that the local rural budget can afford, these funds can be used exclusively for the real needs of young people, based on the needs assessment and goals and priorities of youth policy set out in the OTG development strategy. Equally important is the attraction of not only budget funds, but also donor funds, funds of business representatives operating in this area.

Ensuring coordination of youth work and active involvement of youth in local communities is possible provided the formation of youth infrastructure in united territorial communities, which includes support and development of existing and creation of new youth centers / youth spaces (at the level of able OTG) and implementation of youth workers (at the level of rural and urban OTG). The main step that will confirm the ability of the community to effectively implement youth policy is the creation of a youth center / youth space that would focus the necessary services for young people, leisure opportunities and comprehensive development.

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Conclusions. At present, the formation of state youth policy by central authorities is based on understanding the importance of the fact that young people make up almost half of the working age population and as such is the most promising resource for further socio-economic development and preservation, reproduction and accumulation of human capital; Recognition of the principle that the implementation of effective youth policy at all levels (from national to local) is an urgent task of society and the state, which should be addressed on the principles of openness, equality, democracy, solidarity, intersectoral and intersectoral cooperation and coordination of all stakeholders. mandatory participation of young people themselves, taking into account national goals and advanced European legislation.

Today's implementation of effective youth policy takes place in difficult socio-political and socio-economic conditions of the state as a whole, which, accordingly, aggravates the social situation of young people, many of whom have increased problems in key aspects of their lives working); health conditions (prevalence of chronic noncommunicable diseases, communicable diseases, injuries, smoking, alcohol abuse, risky sexual behavior, drug use; higher preventable mortality rates than in developed countries), housing, employment, access to quality medical and educational services, which contributes to feelings of confusion, insecurity, dissatisfaction with life, etc.

The real way to solve the main life problems of young people in the current conditions is to fully involve them in the process of reforming the socio-economic and political spheres of the country, decentralization opens up new opportunities for this. This

is evidenced by the already existing positive regional and local experience of involving young people in decentralization processes. However, there are still many communities that are not yet able to adequately ensure that young people are involved in local and regional life and decision-making processes.

Ensuring the physical, mental, spiritual and social health of young people remains one of the most pressing issues today. In this regard, in the context of decentralization and simultaneous shift of sectoral reforms in the humanitarian sphere (education, health care, culture, social policy) there are no prerequisites for the organization of effective integrated (social, psychological and medical) support for health. I young people on the basis of intersectoral and intersectoral cooperation on the ground through the introduction of a set of individual measures to develop strategies, tactics and regulations based on monitoring the criteria of medical, psychological and social development, taking into account local specifics , educators, psychologists, families, authorities and young people themselves, will have the potential to launch a mechanism for collective solutions to individual health problems (in the broadest sense) of young people; can organically complement the infrastructure of the youth work itself, covering all OTGs of the respective territory.

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APPLICATION OF A MARKETING APPROACH TO THE DEVELOPMENT OF EDUCATIONAL PROGRAMS OF HIGHER EDUCATION INSTITUTIONS

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Annotation. *The article considers the conceptual positions of the marketing approach in the market of educational services in terms of mechanisms to ensure the competitiveness of higher education institutions in modern conditions. It has been proven that a higher education institution, like any enterprise, should use the mechanisms of interaction with stakeholders as a means of communicating its key competitive advantages. It is emphasized that the application of the marketing approach to the development of educational programs requires a comprehensive systems approach. The process of creating and improving educational programs on the example of a higher education institution is shown.*

Keywords: *higher education institution, marketing, strategy, higher education seekers, stakeholders.*

Statement of the problem in its general form. The current problems facing higher education institutions in Ukraine are related to their ability to ensure their own competitiveness, as, on the one hand, due to the current unfavorable situation in Ukraine, and on the other hand, due to a significant outflow of potential Ukrainian students abroad. better prospects are offered, Ukrainian institutions find themselves in a very difficult competitive environment in the market of educational services.

Currently, the prospect of successful operation and development in the market of educational services have only those domestic educational institutions whose activities best meet the needs and requirements of customers of educational services and, accordingly, timely adapt to the rapidly changing dynamics of external conditions. Modern higher education institutions face many of the most complex problems and are forced to apply methods that have long and successfully been used in business to form, develop and strengthen their competitive advantages and offerings.

Analysis of recent research. The basics of substantiating the use of marketing approach to ensure the competitiveness of educational institutions are laid in the works of foreign marketing classics Philip Kotler, Karen F.A. Fox, who summarized the experience of using marketing tools in educational institutions [2].

Some issues of formation of competitive advantages of educational institutions were developed in the works of M.Ya. Matviyiv [3], T.E. Obolenska [4]., Z.V. Ryabova [7], B.V. Bratanich [1], M. Rubtsova and O. Pavenkova [6], A. Varaas and M. Solbakka [9].

The authors explored a wide range of issues in this area. However, it should be noted that the processes of improving educational programs using a marketing approach have been little studied, which determines the need to provide development in this area of research.

The aim of the study. Substantiation of the use of marketing approach in the process of improving educational programs to ensure the competitiveness of educational institutions in modern conditions.

Presentation of the main research material. Higher education institutions should focus on the learner using a variety of approaches, including those borrowed from economics, namely marketing. Due to the fact that the supply of higher education institutions is several times higher than the demand, and the number of those wishing to study is decreasing every year, the marketing approach in education is becoming more widespread.

The marketing approach in education involves the implementation of targeted, strategic activities that are subject to certain management. It goes through all stages - from the development of the service, its promotion in the market of educational services to the sale to the applicant. That is, in the field of education, we can introduce full-fledged marketing, which is a complete process of moving products and services from producer to consumer.

Marketing in any organization is a management activity to plan and implement decisions that are related to the production and sale of certain goods and services, in order to meet the needs of a certain group of people who have set a specific goal. In general, marketing is the standard of living in society.

It is classically believed that the essence of marketing is to provide at the right time and in the right place the right product or service with the right price. Marketing activities include product planning and development, pricing, product distribution methods, sales promotion and promotion of goods and services. The set of these measures is combined into a marketing strategy [7].

The definition of strategy is given by scientists in many ways. For example, Henry Mintzberg concluded that strategy is the principle of behavior or following a certain pattern of behavior. He defines strategy as a combination of five "P" [8]: strategy - plan, strategy - principle, strategy - position, strategy - perspective, strategy - reception.

American researchers M. Mescon, M. Albert and F. Hedoury understand strategy as a detailed comprehensive plan designed to ensure the mission of the organization and achieve its goals [5].

In essence, this concept is revealed as a promising plan, resistant to uncertainty of environmental conditions, which uses various methods of analysis and monitoring in the implementation process and aims to achieve success in the end.

In higher education institutions, this is a plan to recruit applicants to provide them with educational services, monitor consumer needs, determine methods of action to maintain the viability of educational institutions in today's adverse conditions. At the same time, consumers can be considered not only entrants and future students, but also

business, the state, the non-governmental sector, and, ultimately, the whole society as a customer and employer of graduates.

However, no matter what approach we take, a higher education institution should not lose its educational function. Why it teaches should be well designed and meet the needs of consumers from different groups.

As with the spread of information and communication technologies, teachers have lost their monopoly on knowledge, and higher education institutions have lost their monopoly on educational programs.

Currently, there is an increase in competition among universities due to the spread of alternative educational programs, which become their competitors and, at the same time, partners. Therefore, the issue of improving educational programs is fundamental for the effective existence of an educational institution.

The first question that educational program developers have to ask themselves is what exactly are we developing. And immediately the question arises as to how we develop it and why. These questions form a hierarchy according to the logic of relationships. If we take any product, the first thing we will see is the answer to the question "What?": A new course or educational program.

Then comes the question "How?": How the new course was developed; how the educational program was designed. Both the course and the program may have the same name, but the principles of design may be different. The motivation for developing a new product is the answer to the question "Why?". Therefore, the main issue of developing and improving the educational program is the question "Why do we create an educational program?".

Educational program developers often confuse the sequence of answers to these three important questions: What? How? Why?

Quite often, at the beginning of the program, developers try to simply create it by reproducing a copy. They answer the question "What?", But do not understand Why? When developing an educational program, we need to solve the problems of the learner, and not just create a program.

Designing educational programs aims to achieve specific goals, and should include answering the question "Why?": Why do we want to create this program? And there should be at least five such questions.

This technique is called "five why". It allows you to see the basis of the task and more clearly understand the cause and effect. The answers may be different: response to market demand (the academy must respond to growing demand for qualified managers); management requirement; way to maintain status ("everyone does and we will do so"), etc. The answers to these questions will help to understand the need for such development, or will give an understanding of the need to abandon the idea at an early stage.

If the issue of program development is relevant, it is necessary to identify all stakeholders in this development, who are called stakeholders of the educational program. They can be: entrants (and their parents); students and graduates; employers; administration of the educational institution; teachers; international partners; regulatory

institutions, municipalities.

In each case of formation of the educational program it is possible to see a different set of stakeholders. Also, each stakeholder has different interests and goals, which can be conflicting in relation to each other. That is, each of the stakeholders has his own answer to the question "Why do we need such an educational program? What benefits will it bring? "

Therefore, the goal of the program developers is to find effective solutions that would meet the maximum expectations of stakeholders at minimum cost.

The experience of development and development of the program "Public Administration" at the Dnieper Academy of Continuing Education shows the effectiveness of the marketing approach in developing an effective educational program.

It is based on the principle of fast steps, consisting of three main stages: development, measurement and training.

The first step is to create an initial version of the program or change it based on the information from the previous step.

The second stage determines the criteria by which the version of the program is evaluated, whether it meets the expectations of users.

The third stage involves the study of the results. This information allows you to make a hypothesis, one or more, about further improvement of the program.

So, as you can see, this approach allows you to identify problems with previous versions of the program, and improve it. The advanced program goes through the same test cycle.

This method of developing and improving the educational program allows you to pay attention to the end user: to make a product not for himself, but given the real needs of the user. In order for programs to be in demand and effective - to provide quality knowledge - it is important to understand from the beginning for whom and why they are made, as well as to put in the process of designing mechanisms that will make the development process efficient and easy.

The key to developing an educational program is to understand the end user and the willingness and ability to communicate with him. You need to learn to accept unpleasant and critical information about the program. This will help its development. Stakeholders of the educational program can be such critics. There are no specific methods of communication with stakeholders, but there is only an understanding that it should be. There are many methods of obtaining information from a stakeholder: interviews, questionnaires, surveys, the approach of the "world cafe", focus groups and more.

This approach to improving the educational program allows to achieve important goals: the result is a developed educational program that is based on the real needs of stakeholders; trust is built between program managers and employers.

When the program is ready, communication with potential entrants comes first.

Communication with potential entrants may include:

- open days;
- participation in thematic conferences or other events that can be attended by

potential entrants (the majority of them are cadets of the academy);

- conducting trainings, the topics of which are related to the main topic of the educational program.

- presence on the virtual sites of the specialty.

After the implementation of the educational program, the question arises in maintaining its relevance.

The relevance of the educational program is influenced by a number of factors, including:

- change of requirements to specialists of the specialty from the labor market;
- competitive pressure;
- budgetary pressure;
- technological pressure.

The task of maintaining the relevance of the educational program is not too difficult. All that is needed is motivation and adjustment for this process by the development team and the software support team.

We offer several tools that allow you to keep the educational program up to date:

- centralized survey of students on the quality of the educational program;
- regular communication with stakeholders;
- external audit;
- review of student theses by external experts in the field;
- communication with students of the program.

As we can see, there is nothing new in the tools, and the novelty is their comprehensive use to prepare the ground for reviewing the educational program and the appearance of its next version.

Conclusions. Higher education institutions should focus on the applicant using various approaches, including marketing, given that the supply of higher education institutions is already several times higher than demand, and the number of those wishing to study decreases every year. Higher education institutions should consider potential learners as consumers of educational services. In addition, consumers can also be considered the state, the non-governmental sector and society as a customer and employer of graduates. Therefore, the goal of developers of educational and professional programs is to find effective solutions that would meet the maximum expectations of stakeholders at minimum cost.

The experience of development and development of the program "Public Administration" at the Dnieper Academy of Continuing Education shows the effectiveness of the marketing approach in developing an effective educational program, which is based on the principle of rapid steps, consisting of three main stages: development, measurement and training. This approach allows you to identify problems with previous versions of the program and improve it.

Educational programs are becoming an educational product that is focused on the end user. To increase the demand for educational programs, it is necessary to put in the process of designing mechanisms that will make the development process itself efficient

and easy. The key to developing an educational program is to understand the end user and the willingness and ability to communicate with him.

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FORMATION AND DEVELOPMENT OF CIVIL SOCIETY IN UKRAINE

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Annotation. *The article substantiates the need for the development of civil society in Ukraine. It is determined that cooperation between the government and civil society organizations is a strategically important task for building democracy and good governance. It is concluded that the analysis of foreign experience in using the potential of civil society in the development and implementation of state policy models allows to determine the general contours of the Ukrainian model of state interaction with the community, which would best meet modern socio-political processes.*

Keywords: *democracy, civil society, state, interaction.*

Statement of the problem in its general form. The movement towards civil society and the rule of law is one of the main directions of development of the world community, as civil society is a kind of founder of a democratic state governed by the rule of law. Its formation and development remains one of the urgent problems of our state. The experience of developed countries shows that regulation in countries with democratic political systems is aimed at supporting civil society.

Analysis of recent research. A significant contribution of ukrainian and foreign researchers devoted to the formation of civil society are the works of V. Andresiuk [1], V. Barkov[2,3], M. Kelman[6], N. Melnik[6], P. Gural[4], L. Diamond[5], and others. Currently, the processes of civil society development require constant monitoring in order to identify problems that complicate the process of its development.

The aim of the study. The purpose of this article is to study the processes of formation and development of civil society in Ukraine.

Presentation of the main research material. One of the most important criteria for the maturity of a society is the level of its democracy. After all, in social development, democracy is the most effective way to understand the contradictions, improve and harmonize society.

Political scientist Larry Diamond identifies 4 key elements of democracy:

- 1) a political system that provides for the election and change of government through free and fair elections;
- 2) active participation of people as citizens in political and public life;
- 3) protection of human rights for all citizens;

4) the rule of law, according to which rights and procedures apply equally to all citizens [5].

It follows from these criteria that civic participation is a necessary condition for the existence of democracy. In this perspective, analyzing and improving the mechanisms of citizen participation is a means of building democracy.

"No civil society, no matter how developed, creative or powerful, can lead a country to democracy on its own. Civil society can act as a catalyst for democracy, passing on its ideas and values to the people" [5].

The Constitution of Ukraine of 1996 does not consider the concept of "civil society", although in the draft Constitution of Ukraine of July 1, 1992, the third section was entitled: "Civil Society and the State". At the same time, Ukraine has declared itself the goal of building a democratic state governed by the rule of law with a mandatory element of civil society [9].

In Ukraine, there are a significant number of mechanisms for civic participation, provided by legal documents of various levels: from the Constitution to the decisions of local governments. These mechanisms differ in their methods of involvement, their mandatory application, detail and definition of the implementation procedure, efficiency, ease of use [10].

Civil society organizations, on the one hand, represent the interests of their members, the interests of different social groups and the public interest. On the other hand, they themselves are a mechanism for civic participation of local communities. Therefore, cooperation between government and civil society organizations is a strategically important task for building democracy and good governance. An assessment of existing practices of interaction between representatives of civil society and representatives of municipal authorities will provide an opportunity to track the main obstacles to establishing such interaction.

German philosopher of the XIX century Georg Wilhelm Friedrich Hegel identified that civil society combines a market economy, social classes, corporations and institutions, as well as civil rights that govern the relations of its components. Since society is unable to overcome its inherent conflicts, it must be brought to order by the state [7].

Society enters into an agreement and creates a state in accordance with the theory of "social contract". The state becomes over society, alienates and concentrates part of the natural rights of individuals. The theory of social agreement has existed for more than two millennia and is based on two basic tenets. The first is that before the emergence of the state and law, people lived in a state of nature. This fact is recognized by all representatives of the theory. The second postulate states that people must unite in the state. Here the opinions of representatives of contract theory differ greatly. Even in ancient Greece, some sophists believed that the state arose as a result of a contractual union of people to ensure justice. Contract theory developed in the works of thinkers of the XVII-XVIII centuries Hugo Grotius, Benedictus de Spinoza, Jean Jacques Rousseau, Thomas Hobbes, John Locke.

Thomas Hobbes believed that the natural state of mankind is a state of "war of all against all." And to end this war, it is necessary to agree and not be alone, but to unite. However, this agreement does not end the war. People, even united in the state, continue to suffer deprivation. There is a social stratification of society, and as a consequence, crimes against the person. Hobbes argued that if power is voluntarily transferred to the ruler, he has unlimited powers. Hobbes glorified the role of the state, which he recognizes as the absolute sovereign [7].

People united in the community, renouncing the right of unlimited self-affirmation in favor of the sovereign and authorizing him to act on their behalf. If people, taking care of their security, have agreed to such a social contract, then sovereign power must be absolute. Otherwise, they will always be threatened by the anarchy inherent in the non-contractual state of nature. Hobbes's theory justifies the division of society into classes and the need for the upper class to contain the apparatus of coercion, so as not to be overthrown by the lower classes.

The British philosopher John Locke opposed the rule of the feudal military aristocracy in favor of a democratic state governed by the rule of law. The ideal of such a state is the accountability of the king and lords of the law. Locke envisioned a special constitutional mechanism that prevented the state from going beyond its powers. He was the first to propose the principle of separation of powers into legislative, executive and judicial. According to Locke's theory, people were in a natural state before the emergence of the state.

In the natural state, there are no bodies that could impartially resolve disputes between people, to carry out appropriate punishment of those guilty of violating natural laws. All this creates an atmosphere of uncertainty, destabilizes the normal measured life. Another disadvantage of the natural state is that one who has unjustly condemned someone is unlikely to be just enough to condemn himself for it. Therefore, in order to ensure equality, freedom, justice and protection of the individual and property, people agree to form a political society, to establish a state.

The aim of the state should be to protect property and ensure civil interests. John Locke chose the rule of law, the separation of powers, the optimal form of government for the nation, the right of the people to revolt in the event of abuse of power, as a means to promote this goal. The sovereignty of the people is more important than the sovereignty of the state created by them. If the majority of the people decide to put an end to the arrogance of violating the social contract of the rulers, then an armed popular uprising to return the state to the path of freedom, law, movement for the common good will be perfectly legitimate.

To prevent an armed popular uprising, a developed civil society is needed as a sphere of social activity of citizens united to make joint decisions, as well as protect the rights and interests, achieve common good, including in cooperation with public authorities, local governments, political institutions and business. An important sign of the sustainability of civil society is the functioning of civil society institutions, through which citizens and social groups ensure self-organization, representation, realization and

protection of rights and interests.

Civil society can make a significant contribution to the sustainable development of the state by providing social services, ensuring social entrepreneurship, increasing the number of jobs and self-employed people, improving the business environment, combating corruption, promoting transparency of public authorities and local governments and implementing other social useful projects. Civil society institutions in Ukraine also play an active role in helping to restore territorial integrity and build peace.

Given the role of civil society in various spheres of public life, the creation of favorable conditions for its development and interaction with its institutions is an important task of public authorities, local governments [11].

During 2016-2020, the number of civil society institutions increased significantly. According to the State Statistics Service of Ukraine, there was an increase in the number of legal entities by organizational and legal forms of management: public organizations - by 22,149 (from 70,321 as of January 1, 2016 to 92,470 as of January 1, 2021), public associations - by 1,122 (from 753 to 1875, respectively), charitable organizations - by 4428 (from 15384 to 19812, respectively), religious organizations - by 3390 (from 23261 to 26651, respectively), creative unions (other professional organizations) - by 38 (from 279 to 317, respectively), trade unions and their associations - by 2392 (from 26321 to 28713, respectively), bodies of self-organization of the population - by 234 (from 1415 to 1649, respectively).

Due to the significant growth in the number of public organizations, the study of foreign experience in the application of mechanisms of public participation in the formation and implementation of public policy, addressing local issues, creating a favorable and safe environment for civil society institutions, expanding cooperation between these institutions with the state do not lose relevance.

In modern world practice there are two strategies: the first is based on the leading role of the state in politics; the second is on the parity of the state and civil society structures in the field of politics. The first strategy of the state's leading role in politics is being implemented in countries such as Germany and France. In these countries, the state plays a leading role in setting policy priorities and implementing them, working closely with NGOs.

In Germany, there is no separate legislation on the interaction of public authorities with civil society institutions and public involvement in the formation and implementation of public policy. But at the legislative level, the freedom to form and operate unions or associations is enshrined. In France, the interaction of public bodies with civil society institutions is carried out through a clear division of powers between institutions, while maintaining the functions of control, coordination and funding by the state, and the transfer of some functions to civil society institutions.

For us, the experience of countries with the practice of interaction between the state and civil society based on the parity of the state and civil society structures in the field of politics is more interesting. This practice is implemented in the United States, Britain, Sweden, where the state formulates the general direction, goals and priorities of policy,

but in its implementation the main role is given to local governments and NGOs.

In the United States, enhanced public participation in public administration is based on the 2011 National Action Plan. One of the principles of such expansion is public participation through the possibility of placing petitions to address a specific issue. The petitions address a wide range of issues: funding for medical research, changes to legislation, foreign policy actions, declaring certain dates national holidays, and abolishing taxes.

In addition, there is a website for the exchange of views between public authorities, experts in specific fields, non-governmental organizations, making it possible for public discussion of draft regulations at the federal and local levels. Such interaction presupposes the creation, first of all, of a transparent environment for the functioning of state bodies, opportunities for public influence on their decision-making, as well as the responsibility of each official to society.

In the United Kingdom, the sphere of activity of civil society institutions is regulated by regulations. There are four primary forms of non-governmental organizations, namely: public associations with limited liability; public associations without the status of a legal entity; trusts; trade unions. All categories are classified as charitable organizations and fall under the control of the Commission on Charitable Activities, which has the status of a State Department.

In Sweden, civil society is seen as a set of initiatives of voluntary associations - associations, foundations, cooperatives and other organizations aimed at improving various aspects of society as a whole and the interests of individual groups and citizens in cooperation with government and business. There are now about two hundred thousand public associations in the country, in which more than half of the citizens participate. Public consultation mechanisms on public policy issues play an important role.

Consider the experience of interaction between government and society in Lithuania and Estonia. The Government of Lithuania has implemented the Public Administration Improvement Program for 2012-2020, which aimed to ensure openness of public administration processes to civil society and encourage the public to actively participate in them. The program sets specific goals to achieve this goal, aimed at improving access to information, increasing the availability of services to the public on the Internet, promoting public involvement in legislative processes, and improving the quality of services provided to the population by public authorities.

Various measures are taken to provide favorable conditions and opportunities aimed at more active public involvement in public administration processes. To accomplish this task, the Government has set up a Public Consultation website with topics for discussion. Each Ministry of Lithuania has a section on its website with information on activities related to relevant legislative initiatives and current issues that the Ministry is working on and that may be of interest to civil society.

In Estonia, cooperation is manifested through the prism of the fight against corruption in Estonian society. Anti-corruption tools fall into two categories - preventive or soft methods, and reactionary or hard methods. Soft methods include training,

personnel policy and organizational and cultural development, as well as certain control mechanisms. Hard methods include laws and punishments.

In order to fight corruption in Estonia, large-scale ongoing work is carried out, including television and radio broadcasts, social campaigns, training courses, dissemination of information to the public, legal acts, research on corruption, information booklets, amendments to laws and more.

At the legislative level, public involvement in the formation and implementation of public policy is regulated in Belgium, Denmark, Spain and the Netherlands. The role played by civil society is extremely important for the proper functioning of a democratic society in Belgium. By controlling state activity, civil society acts as a necessary counterbalance to state power. For example, the Belgian Foreign Minister meets annually with NGOs to discuss current events and international initiatives.

Characteristic features of the Danish model of democratic governance are the existence of a consolidated and well-functioning government, as well as a clear system of consensual decision-making of important political decisions by ensuring their broad support by various political forces and society. Important elements of Denmark's existing system of checks and balances between society and the state are the principles enshrined in the Constitution of equality before the law and the guarantee of fundamental freedoms of man and citizen.

The Government of the Kingdom of the Netherlands has made significant progress in the area of cooperation. Its efforts are aimed at improving public services and seizing the opportunities arising from the disclosure of government data to increase public service delivery and economic growth. In addition, the Dutch government is constantly taking steps to ensure the transparency of its activities. The Kingdom of the Netherlands has developed a draft Action Plan, which includes a number of measures and principles to improve open government. In addition, this Action Plan proposes to amend the Netherlands Law on Public Access to Government Information.

In Finland, the Citizens' Initiative Act was adopted. According to this law, every citizen of Finland of election age has the right of legislative initiative. That is, every citizen can submit proposals to the parliament to start drafting a bill, or submit to the parliament an already developed bill as a whole, if at least 50,000 signatures are collected in support of his initiative.

Thus, the question of the optimal ratio of state and public structures in different countries has not yet been resolved. Analysis of examples of the use of the potential of civil society allows us to conclude that in foreign countries this potential is used almost to the full.

Conclusions. Today, civil society institutions work in most social spheres: in the field of protection of human and civil rights, representation of various groups, provision of social and other services, charitable and volunteer activities, implementation of educational and cultural projects, environmental protection, analysis of state implementation. policy, monitoring the activities of government bodies, conducting anti-corruption activities and others.

At the same time, some problems have been left without proper attention, and the positive changes that have begun need to be further developed. This is evidenced, in particular, by the International Index of Sustainability of Civil Society Organizations, which in 2014-2020 recorded only a slight improvement in Ukraine in the organizational capacity of civil society institutions, as well as no significant changes in the involvement of public authorities and local governments such institutions to provide socially useful services.

Analysis of foreign experience in using the potential of civil society in the development and implementation of policy models to determine general outlines, clarify and specify the necessary aspects of the Ukrainian model of interaction with the community, which would best meet modern socio-political processes of our state.

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PEDAGOGY AND PSYCHOLOGY

THE USE OF COMPUTER-ORIENTED TECHNOLOGIES FOR THE FORMATION OF LEGAL COMPETENCE OF FUTURE TEACHERS

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Annotation. *The article analyzes the approaches to defining the concept of legal competence as a complex integrative personal education in the holistic structure of the teacher's personality, which includes general legal and professional pedagogical knowledge, skills and professional qualities necessary for legal education of students and organization of their own professional activities. fields, generalized the structure of legal competence of future teachers, which consists of cognitive, practical, behavioral, axiological legal competences, characterized disciplines, the study of which contributes to the formation of legal competence of future teachers, summarized the main uses of computer-based technologies used in study of legal disciplines: "Jurisprudence", "Intellectual Property", "Information Society" and contribute to improving the formation of legal competence of future teachers, characterized and describes the pedagogical experiment, presents its results and their statistical analysis, summarizes the results of the pedagogical experiment and proves the effectiveness of computer-based technologies for the formation of legal competence of future teachers in the study of law disciplines.*

Keywords: *teacher training, higher education institutions, legal competence, computer-oriented technologies, competences, competences.*

The purpose of modern education is the full development of the human personality as the highest value of society. At the same time, education is the basis of intellectual, cultural, spiritual, social and economic development of society of the state. Therefore, the formation of legal consciousness of citizens through legal education and training is a major area of public policy and legal education, as an integral part of the education of citizens is a matter of national importance. Modern social requirements for the legal training of educators can be fulfilled only under condition of implementation in

practice of the higher education competence-based approach, which involves the shift from processes to results of education in the activity dimension and also determines the effective targeting of education to shift the emphasis from regulatory accumulation of certain knowledge and skills in forming and developing the students' ability to act practically, to use individual technique and experience of successful actions in situations of professional activities and social practices [1].

The relevance of the implementation of competence-based approach in legal education is justified by the importance and necessity of formation of the person of legal competence, since it must be able to correlate their actions with applicable law, to live and act in accordance with its rules, to assess their lives and the lives of others from the standpoint of law. Legal education involves the processing of a significant amount of legal information that changes frequently, therefore, cannot be reduced to the study of law as well as to a simple combination of legal information and skills and should help develop the students' ability to draw on appropriate knowledge in modern society and in everyday life and the ability to act in accordance with the requirements of law, to solve real-world challenges in the sphere of relations, regulated by law and the combination of legal knowledge with the internal position of the individual.

Analysis of recent researches and publications. Legal training is considered as an important component of their training, the result of which is a high level of professional skill and competence of teachers.

At the same time, the analysis of scientific sources on issues of formation of legal competence of teachers has led to the conclusion that the problem is still far from a final solution, although it became the subject of study of a number of domestic and foreign scientists, among which: N. Bibik, Yuri Vardanyan, V. Guzeev, A. Dehn, A. Ivanov, A. Kovalenko, V. Krajewski, A. Crisan, G., Levitas, A. Noodles, T. Nesterenko, L. Parashchenko, G. Pastushenko, A. Pometun, John. Equal, G. Selevko, G. Skorobogatova, A. Khutorskoy and many others.

G. Kashkaryov, Y. Kichuk, D. Klochkova, I. Romanova and others studied various aspects of legal competence.

The works of S. Netyosov, K. Odinets, T. Smagina, T. Remek are devoted to specifics of formation of legal competence in secondary school; the formation of the legal culture of high school students has been the subject of research by L. Tverdohlib; N. Tkacheva conducted a study of the formation of the consciousness of the students of vocational education institutions; the problem of forming the legal culture of future skilled workers of different specialties was considered by L. Gerasin, V. Golovchenko, O. Danilyan, O. Dzoban, G. Dehtyar, G. Klimov, S. Maksimova, N. Polishchuk, M. Trebin and others.

Problems of formation of legal culture and legal awareness of the future teacher, determination of the content of legal competence in institutions of higher pedagogical education are investigated by such scientists as: A. Boyko, M. Vvedensky, M. Gorodiski, S. Gurin, O. Ivania, Y. Kalinovsky, Y. Kichuk, J. Kichuk Klochkova, M. Podberez'kyi, T. Poshtar, I. Romanov, V. Salnikov, O. Skakun, O. Solomatin, M. Tsymbalyuk and others.

The authors consider the legal competence of the teacher as a complex integrative personal formation in the integral structure of the teacher's personality, including general legal and professional pedagogical knowledge, skills and professional qualities necessary for the implementation of legal education of students and the organization of their own professional activity within the legal field [2 p. 164].

Based on the analysis of published scientific works, clarified that the legal competence is an important component of professional competence of a future teacher. Subject to the requirements of modern approaches (in particular, competence) outlined interdependent components of the legal competence of future teachers.

It was substantiating the theoretical and methodological aspects of moral and legal responsibility of teachers which is determined by the need to address the issue of legal training of teachers in the works of Ukrainian scientists such as G. Vasyanovich, J. Kichuk, N. Podbelskogo etc., as well as in the works of foreign scientists such as Ryabko, A. Salamanca E. Tatarintseva etc.,. In Particular, N. Gorodeski, I. Darmansky, V. Odari etc. investigate the problem of training of the future teachers to the legal support of professional activity; J. of Kiczuk, I. Romanova – the formation of legal consciousness as personal and professional qualities of a future teacher; Beardless V., Vladimirova, I. Kozubovsky, A. Morozov, A. Salomatin – pedagogical problems of formation of legal culture of teachers; V. Oliynyk, L. Carasciuc, A. Panov, N. Saprykin – problems of formation of legal knowledge in the system of postgraduate pedagogical education.

However, the concept of "legal competence" is not sufficiently clearly defined and a list of the legal competency requires the clarification of the relevant characteristics, which determined the theme and the purpose of our study.

The purpose of this article is to analyze the results of the introduction of computer-oriented technologies for the formation of legal competence in training of the future teachers.

The main material of the study. Competence-based approach focuses training on the formation and development of competence of the individual. Now, the purpose of education can be presented as an integrated educational results in the form of graduate competences, which, however, as notes A. Pometun, we should not oppose to the knowledge, abilities and skills. Competence that is a broader concept, compared to them, contains them in itself, although it is not simply their sum [3, p. 9].

It is the competence today are the indicators that allow to determine the willingness and ability of a future specialist to life, further personal development and active participation in the activities of the society.

Competence is not just the result of training and productive activity characteristics of education. The value of the competence for a person is seen by V. Pometun in allowances you to identify and resolve issues specific to certain activities. Formed competence can be used in different contexts depending on conditions and needs. A skilled person applies the strategies that seem to her most suitable to accomplish the task [3, p.10]. For education, competence is a socially fixed, predefined social requirement for the educational preparation of a future specialist, an important educational result, notes T. Smagina [4, p. 7].

As T. Remech rightly points out, legal education aims to form the following qualities in future teachers: knowledge of the role of law in society, vectors of legal regulation; skills in the application of law in specific situations; complex characteristics of acts as legal or illegal; treating law as a high social value, a carrier of the idea of justice; treating law enforcement as a matter of law enforcement; internal willingness to comply with legal requirements and specific requirements of lawful conduct; willingness to promote the rightful behavior of others [5, p. 58], which now embodies legal substantive jurisdiction. As an integrated characteristic of personality, competence, points out O. Pometun, contains knowledge, skills, attitude, experience, behavioral models of personality; it is a set of knowledge, skills, attitudes that are structured and acquired in the learning process in a special way [3, p. 11]. It is a multilevel formation that encompasses knowledge, skills, values and allows them to be put into practice (O. Nakshin) [6, p. 114]; it is based on, but is not limited to, knowledge and skills, encompassing a person's personal attitude to them, her experience, which enables her to "interweave" what she already knew, and her ability to grasp a life situation in which she can apply them (T. Nesterenko) [7, p. 102].

The curriculum for bachelors field of knowledge 01 the "Education" specialty 015 "Vocational education", specialization 10 "Computer science" provides study in semesters 1-3 academic disciplines such as "Law", "Intellectual property", "Information society" with a total volume of 9 credits (270 hours).

In the context of assessment of the levels of formation of competences of students in the classroom of social studies cycle K. Odinets identified the following components in their structure: knowledge and skills that has student in mastering the concepts and procedures for academic discipline, the topic, situational behavior, adequate specific situation, the ability to perform specific actions, to express of a personal philosophical position, the interpretation, moral evaluation of facts, events, the presentation of yourself as a potential member of situations (reflexive component) [8].

Understanding the legal competence of the subject as an invariant characteristic of today's youth, Ya Kichuk believes that it "builds" on the basis of use of relevant knowledge, skills, experience, existing values and attitudes and integrating the relationship of personality [9, p. 316] to the legal reality, and is an important integrative personal quality, based on – knowledge of personality and its experience in the legal area of your life, and the manifestation – the ability to navigate in situations related to legal relations [10, p. 58].

A. Ivani defines the legal competence as a characteristic of social action, which in unity manifest the knowledge, skills, values, personal values and the freedom of behavior [11, p.12].

Under the legal subject competence understand the competence, which is formed by the students during the study of academic disciplines "Law", "Intellectual property", "Information society". Given the above and the results of a comprehensive analysis of the legal subject competence on the basis of the works of T. Rameh, in its structure, we have identified the following components: cognitive, practical, behavioral, axiological

legal competence.

Cognitive, in our opinion, suggests that the future teacher: identifies and applies basic concepts of legal science, a basic understanding of the law, the rule of law, human rights, principles of democracy; considering certain provisions of normative legal acts, explains the contents of a legal document, a legal norm, legal act, practice; independently acquires, systematizes legal information from a variety of sources and evaluates it, knows how to use reference books, internet and the like for independent research of legal information; is able to apply acquired legal knowledge in various forms (oral, written, graphic, electronic, etc.). Practical competence implies that the student: is able to think creatively and critically in legal material, discusses, compares, summarizes, evaluates and participates in discussion on legal material, argues opinion, determines and chooses alternative approaches and decisions in legal situations, is able to analyze and propose solving simple legal situations in education and life; is able to communicate, discuss legal issues, solve problems related to the use of legal knowledge; is able to make statements, submissions and other legal documents.

Behavioral competence assumes that the future educator: makes and explains the choice of a model of behavior in everyday life situations, guided by the rules of law, behaves lawfully; realizes his rights, defends his rights and the rights of others in a conflict situation, based on a legal knowledge, consciously chooses patterns of legitimate behavior; applies legal knowledge, skills and competences in public activity, desires and is able to participate in public and public life, consciously respects duties, takes responsibility for one's own actions and behavior.

Axiological competence assumes that the student has a positive attitude towards public action and initiatives and the rule of law, has a respect for human rights and freedoms of the individual [9, p. 317].

Given the current state of development of communication technologies and information tools during the preparation of future teachers in the experimental group there were actively used computer-based tools. The primary information resource to support the teaching of subjects is an electronic educational-methodical complex of the discipline (Fig. 1), which consists of teaching materials (resume, curriculum, work program), educational materials (lectures, practical works, materials for independent work of students, a blog for teacher feedback), materials for knowledge control (evaluation criteria, questions to offset, topics, individual assignments), literature (basic, additional, internet resources). Developed the electronic educational and methodical complexes of disciplines are freely available on the website of the department and actively used during the lessons, in the process of preparation, individual assignments and independent work.

Each educational activity (lectures, practical work) are accompanied by presentations for better visualization of the educational material. Slide presentations are being developed mainly with the use of the PowerPoint program (Fig. 2). Video presentations are created using Flash or video editors.



Fig. 1. Electronic educational and methodological complex of the discipline "Information Society"

Pedagogical technologies for the study of jurisprudence

- 1) Structural-logical technologies.
- 2) Integration Technologies.
- 3) Professional Business Game Technology.
- 4) Training Tools.
- 5) Information Technology.
- 6) Dialogue and Communication Technologies.

Fig. 2. Slide presentation "Pedagogical technologies of study of jurisprudence"

The main source of current information from law-related disciplines is online resources that are actively used by teachers and students in the learning process. The most popular is information-analytical system "League: the law" (Fig. 3). This resource is quite dynamic and reflects the most relevant information that is clearly structured.

Vinnitsa state pedagogical University has joined the programme "E-governance for accountability of authorities and community participation" (EGAP), which is implemented in 2015-2019 in Vinnytsia, Volyn, Dnipropetrovsk and Odessa regions and is aimed at the use of new information and communication technologies that help to improve the quality of management, improve interaction between government and

citizens and promote social innovation in Ukraine. The program is funded by the Swiss Confederation and is implemented by East Europe Foundation, the Fund InnovaBridge. In the framework of the program the University received a training manual "E-government and E-democracy" (Fig. 4), consisting of 15 parts, and contains training materials for the formation of jurisprudential competencies and skills in the use of information and communication technologies for electronic documents, access to public information, electronic services, protection of information systems, electronic government, electronic interaction with public authorities. The teachers of the University visited the round tables, conferences, educational activities aimed at the improvement of teaching law disciplines, the use of modern educational and methodological materials for the formation of legal competence of future teachers.



Fig. 3. The site of the information-analytical system "League: Law"

The logic of our study required the diagnosis of the state of maturity of legal competence of future teachers. To do this, the experiment was conducted on the basis of the Vinnitsa state pedagogical University named after Mykhailo Kotsiubynsky. The experiment involved 100 respondents, of which experimental group (EG) and control group (CG) was composed of 50 students. In accordance with the definition and structure of legal competence, we determined the following criteria: cognitive, practical, behavioral, axiological. In the experimental group sessions were conducted with active use of computer-oriented technologies, and the control group worked according to the standard methods of learning. Training materials were used in accordance with the curriculum and reflect all the contents of the work study program in specified academic disciplines.

The indicators of the cognitive criterion were the interest and positive attitude to the study of jurisprudential disciplines, determination and confidence in successfully mastering legal terms, a legal framework and jurisprudence. For the assessment of this

criterion has been applied a methodology for M. Snyder.

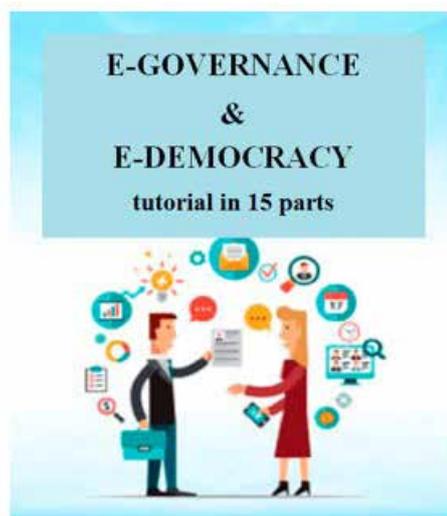


Fig. 4. E-Governance and E-democracy Study Guide

The indicators of practical criteria include: knowledge of modern jurisprudence on the level of a law-abiding member of society; knowledge of legislation in the communication process for diagnosis. It was used adapted technique L. Berezhnova.

Indicators of behavioral criterion defined as: the ability to use modern legislation with the aim of increasing productivity of communication; the ability to predict ways of increasing the effectiveness of their professional activities in accordance with current legislation. For the assessment was used adapted methods D. Barbuto. The axiological criteria include the ability to apply the knowledge of law to solve the problems of professional activity, the ability to use legal concepts and terms, the knowledge of law in order to improve communication productivity - assessment was implemented using the adapted method of S. Budassi.

The degree of manifestation of each of the indicators, taken together, determines the level of formation of legal competence of future teachers. We have identified four levels of legal competence: high, sufficient, medium and low. The results regarding the levels of formation of the criteria of legal competence of future teachers in teaching the disciplines "Law", "Intellectual Property", "Information Society" in the experimental group are presented in table. 1.

The results on the levels of formation of criteria of legal competence of future teachers in teaching the disciplines "Law", "Intellectual Property", "Information Society" in the control group are given in table. 2.

Thus, the levels of legal competence of future teachers (generalized data) are presented in Table. 3 and revealed the following: high level of formation was shown by

11 students (22%) of EC and 7 students (14%) of CG; sufficient level - 14 students (28%) of EC and 10 students (20%) of EC; the average level is 11 students (22%) of EC and 16 students (32%) of EC; low level - 14 students (28%) of EC and 17 students (34%) of EC.

Conclusions. Introduction of computer-oriented technologies in the teaching of the disciplines "Law", "Intellectual Property", "Information Society" has a positive effect and allows to increase the efficiency of the formation of legal competence of future teachers, contributes to the improvement of cognitive, practical, behavioral, educational competences which have been identified as components of the legal competence of the future teacher.

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FORMATION OF MASTERY OF ARTISTIC AND PEDAGOGICAL COMMUNICATION OF FUTURE TEACHERS OF MUSIC IN THE PROCESS OF VOCAL AND CHORAL ACTIVITIES

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Annotation. *article examines the problem of forming the readiness of future music teachers for self-development in the process vocal and choral training. The urgency of this problem is that that development of new forms of learning, advanced technologies are created an opportunity to form in young people not only such qualities as creativity, initiative and sociability, self-sufficiency, but above all ability to self-development and self-realization. Given that professional requirements for a modern teacher of music in the schools of Ukraine and go beyond the traditional, an important task of higher music education is the formation of the personality of a teacher capable of constant creative growth and self-development. Transition to self-development as the result of student training is associated with the breaking of stereotypes pedagogical thinking, the usual ways of professional activity, within whose function as a teacher was reduced to the transmission of socio-cultural heritage.*

Keywords: *self-development, future teacher of music art, step-by-step technique, readiness for self-development in vocal and choral training.*

The Ukrainian national education system is based on the principles of democratization and humanization and actualizes the social order for teachers who are able to implement the priorities of morality, humanistic worldview and culture of communication. This is especially true of future music teachers, one of the defining professional tasks of which is to fulfill the socio-cultural mission of the leader in mastering the boundless world of national and world music, enriching the spiritual potential of students on this basis.

The implementation of these tasks depends not only on the professional skills of the teacher, but also on his communicative potential.

The problem of pedagogical communication was studied by I. Bekh, N. Butenko, G. Vasyanovich, V. Grinyova, N. Volkova, I. Zyazyun, A. Makarenko, P. Myasoid, L. Savenkova, V. Sukhomlinsky, K. Ushinsky T Shcherban, T. Yatsenko and others.

The philosophical aspect of communicative theory was considered by K. Apel, V. Bibler, A. Yermolenko, G. Husserl, L. Sitnichenko, Y. Habermas, K. Jaspers, M. Buber, V. Kulman and others.

Such scientists as M. Bukach, O. Garmash, V. Hrynyova, T. Ivanova, A. Rastrygina, O. Rudnytska and others emphasized the fundamental role of communicative skills in the structure of teachers' pedagogical culture. In the field of music pedagogical education, attention is focused on various aspects of professional communication of future music teachers: the formation of communicative qualities of music teachers (L. Archazhnikov, O. Apraksina, G. Padalka, O. Rostovsky, O. Shcholokova, etc.); communication in music lessons (N. Antonets); formation of experience of artistic and pedagogical communication of the future teacher of musical art (I. Sipchenko); professional development of a teacher in the process of communication with art (V. Orlov); interaction of the conductor and the choir (P. Kovalik, A. Kozyr, M. Tukmachova).

At the same time, the analysis of modern pedagogical practice shows that in the interaction of teachers and students there are problems associated with the lack of skills of artistic and pedagogical communication of future teachers of music.

Therefore, the aim of the article is to substantiate the ways of development of artistic and pedagogical communication of future music teachers, which is necessary for personal development of children, their moral and ethical education, formation of their values, self-awareness and musical and aesthetic culture.

Philosophical and ethical consideration of the phenomena of "communicativeness" and "communication" confirms that they reveal humane relationships between people based on understanding, harmony, trust, mutual respect and are the basis on which the theory of pedagogical communication will be based. According to J. Habermas, "the level of socio-cultural development of society is characterized primarily by the level of development of language communication." He emphasizes the communicative significance not only of utterances, but also of extralingual manifestations, which are always interconnected, namely: actions, gestures that are able to convey various feelings and experiences [4, p. 85]. Pedagogical communication is the basis for the formation of children's universal values - kindness, humanity, tolerance, national consciousness, respect for the peoples of the world, freedom, high culture, which establish moral norms in pedagogy. At the same time, a music teacher must have the skills of artistic and pedagogical communication, based on the goal of involving students in the values of music art and on this basis to provide students with the opportunity to learn universal cultural experience. At the same time, the solution of pedagogical tasks of teaching and education depends on the teacher's ability to communicate with students, construct and organize their productive dialogue. Also in the process of artistic and pedagogical communication is direct and feedback, ie each message is designed for its interpretation by the interlocutor (whether the author and recipient - student or teacher - student), and return it in an enriched, interpreted form for further similar processing [3, p. 44].

A special role in the educational process of secondary schools belongs to the vocal and choral activities, because the most common, accessible and favorite type of

performance of children is choral and ensemble singing.

D. Aspelund, B. Asafyev, G. Velcha, G. Struve, D. Kabalevsky, E. Pecherska, M. Falko, B. Yavorsky and others emphasized the priority of vocal and choral activity in the process of development of the people's musical culture.

According to the British music teacher Graham Welch, vocal sound is one of the manifestations of humanity. The researcher states: "Within a wide range of human sounds, there are two constellations - language and singing, which have significant socio-cultural significance. The relevance of these categories is that thanks to them humanity passes on its cultural experience to future generations "[2, p. 239]. It is known that Ukrainian music education is "genetically" close to vocal and choral activities, so continuing the traditions of national choral art in all its diversity is an important task of music teacher, choirmaster as a mentor in spiritual and creative communication of children with music.

Thus, artistic and pedagogical communication through vocal and choral music is the basis for the formation of students' emotional and sensory sphere, values, thoughts, tastes, ability to actively communicate with a piece of music, which contributes to the development of their personal qualities.

That is why the formation of the skill of artistic and pedagogical communication of the future teacher of music in the process of vocal and choral activities requires special painstaking training.

To carry out artistic and pedagogical communication in the process of vocal and choral activities, a music teacher must have a set of the following communicative skills:

Information block: verbal communicative skills: organization of speech (ability to clearly, clearly, easily express thoughts and feelings, lead a monologue, dialogue, etc.); orientation in the situation of communication (mastery of professional terminology, the ability to choose verbal means in accordance with the specifics of a particular communicative situation); implementation of speech influence (the ability to persuade, encourage, deny, argue their own opinions, demands). Non-verbal skills: language of conducting gestures, facial expressions, pantomime (muscle freedom, clarity, expressiveness in the transfer of artistic image); performance of the score (instrumental performance, vocal performance of choral parts); mastery of the singing voice (muscular freedom of the vocal apparatus, mastery of supporting breathing, diction, vocal-timbre culture).

Interactive block: establishing and maintaining feedback in communication (teacher's explanation, introductory word of the conductor, analysis and correction of vocal and choral sound according to the figurative content of the work); organizational skills (organization of choirs, small creative groups: duets, trios, etc.); establishing pedagogical contact (building subject-subject, ethical relationships with students, pedagogical tact, tolerance, friendliness); orientation in communication with the choir (prediction and correction of the quality of vocal and choral sound).

Perceptual block: the ability to establish psychological contact with the subjects of interaction - students, choir, listeners (ability to listen and treat students, adequately assess student behavior, understanding of their inner world based on empathy, attraction,

identification with others); ability to take into account the individual characteristics of children (diagnosis of the singing voice).

Creative block: artistic skills (creating creative well-being of performers, psychological attitude of students before the concert, possession of their own emotional state during communication with students, possession of suggestive psychological means of influencing performers (infection, suggestion, persuasion, imitation); author's idea and listeners (creation of own interpretation of a musical work, forecasting and correction of quality of vocal and choral sound, operation with timbre colors) [1, p. 86].

The experimental research program was conducted on the basis of Vinnitsia State Pedagogical University for two years.

The system of experimental work included a set of organizational forms and methods aimed at forming students' communicative skills, in particular the following criteria: cognitive-informational, perceptual-gnostic, interactive and creative-activity.

For the effectiveness of the formation of communicative skills in future music teachers, the following pedagogical conditions were created in the process of vocal and choral training: stimulating the development of motives for communicative activities; formation of students' clear ideas about the nature and structure of communicative skills; organization of dialogical interaction of subjects of educational process; enrichment of aesthetic value orientations of students on the basis of systematization of vocal and choral repertoire.

The formation of the information communication block was carried out at the first professionally-oriented stage of the study in order to form students' interest in the issues of artistic and pedagogical communication of music teachers, attitudes to develop their own verbal and nonverbal communication skills. This stage was carried out within the framework of individual lessons in the disciplines of the vocal and choral cycle (voice staging, conducting, choral class) and provided for the solution of the following tasks:

- development of primary motivation of students: their awareness of the role of verbal communicative skills (organization of speech, orientation in a communication situation, speech influence); non-verbal means of communicative influence in the process of vocal and choral activity (mastery of singing voice, conducting gestures, facial expressions, pantomime, performance of choral score);

- formation of the ability to self-analysis, communicative reflection, assessment of their preparation for communication with the art of music.

We solved these tasks by using a set of such methods: explanatory-illustrative, phonetic, "muscle controller", according to K. Stanislavsky, activation of visual, auditory and tactile associations, self-control over one's own sense of sound in high singing position, partial search (heuristic), problem presentation of educational material; demonstrations of the work with the help of sound recordings, videos, computer programs.

The main means of forming communicative skills at the first stage is indirect pedagogical influence, aimed at active interaction of the student with the work of musical art, directing his cognitive interest in the problem of artistic and pedagogical

communication of music teachers. Therefore, in individual classes on the vocal and choral cycle, students' attention was focused on understanding the leading means of communicative influence needed for future musical and pedagogical activities. Voice and conducting teachers provided role models for students in organizing speech, mastering professional terminology, establishing and maintaining feedback, and mastering nonverbal means of communication: conductor's sign language, facial expressions, pantomime, vocal or choral performance. At the same time, they emphasized the communicative role of the latest professional skills, which will help the music teacher to communicate with future students in the process of vocal and choral activities.

In order to clarify the essence of artistic and pedagogical communication, their awareness of the importance of verbal communication skills of music teachers and purposeful work for their formation, a special course "Communicative skills of music teachers" was introduced. Future music teachers had the opportunity to study topics: "content and structure of pedagogical communication and communication skills of music teachers", "communicative function of music art and art-pedagogical communication of music teachers"; "Informational verbal and nonverbal communicative skills of a music teacher"; perceptual communicative skills of a music teacher ". To form the skills of verbal communication, students received creative tasks: to independently prepare a story about a school song and demonstrate their communication skills; to model artistic and pedagogical communication with students in the process of getting acquainted with musical works. Students realized the importance of mastering expressive and emotional language when characterizing the figurative content of the work, as well as the ability to listen to the interlocutor, create a creative atmosphere for communication with him, having their own emotional state. After all, a music teacher must have primarily verbal communication skills, analyzing the figurative content of the work, revealing the feelings and emotions he evokes in listeners, deciphering the "encoded" in the musical message means of expression. Therefore, students had to realize that not only the teacher's ability to organize speech, encouraging the study of the work, but also the mastery of professional terminology needed to express vocal and choral tasks and sound correction will help to adjust students to the perception of a musical work. A music teacher must be able to methodically competently work on sound production, phrasing, dynamics, ensemble, etc. Along with verbal communication skills, students must master specific non-verbal communication skills inherent in vocal and choral activities. Such skills depend on the skill of the hands, facial expressions, pantomime of the music teacher and serve as an effective tool in the implementation of artistic and pedagogical communication between teachers and students and choral work.

Conducting classes play a special role in the formation of communicative skills of future music teachers. It is here that the opportunity arises to model the communication of the teacher-choirmaster with students, school choir, vocal ensemble. Therefore, conducting teachers focused students' attention on understanding professional conducting gestures, facial expressions, pantomime as important non-verbal means of communicative interaction with the choir. pedagogical activity. Such a communicative

skill as mastering the gesture requires painstaking, systematic work of teachers and students. Teachers of choral conducting purposefully focus students' attention on the importance of this skill for the transmission of a diverse range of human feelings. In the work on the most difficult kind of technical conducting skills - gesture complicity, the following methods were used: associations from life practice (bow movement, smoothing on a soft object); problem method for independent search of the necessary gesture. At the same time, teachers focused students' attention on the importance of facial expressions and pantomime when interacting with performers to convey a certain image. After all, the gentle, affectionate look of the choirmaster and his pantomime will inspire the choir to perform the necessary sound of the choral work. Facial expressions testify to the brightness of figurative thinking, to the awareness of its role as a companion of expressive gesture, which not only enhances its effectiveness, but also indicates exactly to whom, first of all, from the performers this gesture is addressed.

Students had the opportunity to observe the use of a huge range of emotional and figurative expressiveness of gestures: gentle and angry in the works of: M. Leontovich "Laundry", Dankevich "Black Hook", M. Nishchinsky "Chained and gray cuckoo"; calm and determined: P. Chesnokov's "Apple Tree", M. Nikolsky in the following. M. Lermontov's "White Lonely Sail"; dramatic: M. Leontovich "Drowned".

It is known that one of the tasks of the course on "Voice Production" is to equip students with the principles of artistic sound production, knowledge of the basics of vocal technique. Using music-theoretical knowledge, students analyzed the means of musical expression, which reveal the essence of the emotional nature of the vocal work, its figurative content. At the same time, future teachers had to understand that the productivity of their communication with students in music lessons or vocal and choral classes is influenced by many factors, including professional mastery of the singing voice, which is an important means of communicative influence on performers. The structure of this complex professional communicative skill of a music teacher consists of important elements, namely: mastery of the basic mechanisms of voice formation (muscle freedom, sound formation in high singing position, impedance), mastery of singing posture, singing lower costal-diaphragmatic breathing, sound attack (solid), accuracy of musical intonation, clarity of diction, single-voice sound, timbre, sound dynamics, singing legato and staccato, cantilena and recitative style, mastery of timbre-intonation strokes, phrasing skills, sound style. To do this, they should focus on the dialogic interaction of the author's idea with future students. In order to effectively implement such communication, it was advisable to use the method of analysis and synthesis required during the verbal characterization of the artistic image of the vocal work and the means of musical expression. Mastering of vocal and technical skills was carried out consistently using the following methods: concentric, phonetic, explanatory-illustrative, mental singing based on intra-auditory representations, comparative analysis, method of musical decision and creation of performing interpretation.

The interactive block in the system of artistic and pedagogical communication of a music teacher is also of special importance. After all, the effectiveness of the teacher's

educational influence depends on the ability to establish and maintain feedback with students, on a clear, accessible, expressive explanation of the teacher about the content of a musical work, its artistic image, means of musical expression. Therefore, in individual lessons, teachers of voice and choral conducting provided an example to students in the organization of artistic and pedagogical communication, namely: possession of correct professional terminology, in establishing and maintaining feedback with students, as well as possession of nonverbal means of communication: conducting gestures, facial expressions, pantomime, personal performance of vocal works or choral parts. In theoretical classes of the special course "Communicative skills of a music teacher" students had the opportunity to practice the skills of the introductory speech of a music teacher, choir conductor, leader of a vocal ensemble on the history of music, its figurative content, means of musical expression. In order to develop organizational skills (organization of choirs, small creative groups: duets, trios, etc.) during the special course methods were used: creating problem situations, role-playing games, creative tasks. At the same time, students mastered the ability to establish pedagogical contact with students, ethical, tolerant, friendly subject-subject relationship. For this purpose, the following methods were used: group discussion, analysis of specific pedagogical situations, the method of American scientist B. Franklin "Ways to improve their personality", adapted exercises "Role Play" and "Speech", proposed by V. Fedorchuk. The latest training exercises help students to develop the skills of active listening, establishing and maintaining feedback, identifying individual characteristics of interlocutors.

At the same time, a creative laboratory was created in the classes of student choirs in order to improve the communicative skills of the conductor, namely, there was an opportunity to model the future vocal and choral activities of music teachers, choral conductor, vocal ensemble leader. Future specialists had the opportunity to observe and analyze the communication of the teacher-conductor with musical works, creative team and audience. This is where the ability to provide direct and feedback to performers as a "partnership exchange of creative information" At the same time, students in such a creative laboratory developed the ability to provide direct and feedback with performers as "partnership exchange of creative information" analyzed and adjusted the vocal and choral sound in accordance with the figurative content of the work, practiced the skills of orientation in communication with the choir (forecasting and correction of the quality of vocal and choral sound).

During the pedagogical practice, students realized the importance of all communicative skills of communication with students - general pedagogical and specific artistic and pedagogical. They communicated with students tolerantly, kindly, established ethical relationships with them, given the importance of pedagogical tact. Future teachers understood that the action of the word should be aimed at stimulating the imagination of students, activating associative thinking, which allows to include the performer in the creative process, to involve him in learning about the cultural heritage of mankind.

Perceptual block, which included communicative ability to establish psychological

contact with the subjects of interaction - students, choir, students, students worked during the special course, watching the work of choir leaders (women's choir and mixed choir), during pedagogical practice, under time of preparation for state exams in choral conducting. A set of methods introduced at the special course "Communicative skills of a music teacher" were appropriate, namely: the method of socio-psychological training, group discussion, analysis of specific pedagogical situations, role play, sensitive method, exercises "Speech", "Transmission of feelings". The latter methods belong to the category of methods of training interpersonal relationships on the emotional level and contribute to the development of students' skills of active listening, establishing and maintaining feedback, identifying individual characteristics of interlocutors. However, communication with the art of music has two sides: cognition and manifestation of emotional and value attitude to artistic phenomena [3, p.128]. D. Cornegie's rules of communication, which were aimed at establishing psychological contact with the interlocutor, deserve attention.

Adapted exercises "Role play" are quite effective for the development of perceptual communicative skills, which helps students to develop skills of active listening, establishing and maintaining feedback, identifying individual characteristics of interlocutors. At the same time, communication with the art of music has two sides: cognition and manifestation of emotional and value attitude to artistic phenomena [3, p.128]. To stimulate students to active artistic and pedagogical communication, verbalization of artistic image, their own feelings, the method of projective drawing, proposed by T. Yatsenko, was used. The author emphasizes that "the themes of the drawings are chosen so as to enable the members of the group to reflect their feelings, convey psychological qualities and features, interpersonal relationships, their own changes [246, p. 6]. Using this method, you can offer to perform the exercise "mood-color-intonation", which will help students develop a setting for immersion in the figurative world of music, feel it and translate the inspired images and moods in color, line. This effective pedagogical technique with the greatest clarity allows to identify the connection "emotion-creativity-emotion" [3, p.142]. The tasks "Reflection of feelings" and "Transmission of feelings" concern the sensitive method. Their goal: to assess the level of students' ability to empathize - the ability to experience the same feelings that excite a communication partner. In order to practice the skill: establishing psychological contact with interlocutors on the basis of empathy, identification, reflection and the ability to listen to them, the adapted method of "Castling", proposed by Leslie Rai, was used.

During individual lessons on choral conducting and voice production, teachers provided an example in creating a creative atmosphere based on empathic understanding of the interlocutor, subject-subject interaction of equal partners, preserving the right of everyone to be a person, which would certain skills to establish pedagogical and psychological contact with future students.

Perceptual communication skills, in particular (the ability to listen and treat students, adequately assess student behavior, understanding of their inner world based on empathy, attraction, identification with others) students had the opportunity to improve

during pedagogical practice in music lessons and work with creative vocal and choral groups. The creative block involves students mastering creative communication skills, their independent creation of projects of their own communicative actions, their use in various forms of work. This process is focused on the implementation of students' communicative experience of communication with the art of music in practical creative activities.

During the third creative and independent stage of the study, students increased the productivity of communicative self-development, adjusted the self-esteem of their own creative communicative skills to carry out artistic and pedagogical communication with students through music.

Students were given tasks that required creative application of acquired knowledge, involvement in active communication with the art of music and students, adequate use of verbal and nonverbal means in the process of managing the choir. Future teachers had the opportunity to practice perceptual, interactive skills, to acquire emotional "hardening" during the performance. Relevant topics of the special course contributed to the actualization of students' knowledge: "Creative communicative skills of a music teacher in vocal and choral activities", "Artistic communicative skills of a music teacher", "Psychological mechanisms of communication of a music teacher".

At this stage, methods were used to enhance creative communication skills in accordance with the requirements of future vocal and choral activities, namely: independent study of vocal and choral works, musical tales, preparation of scripts for holiday concerts, lectures, music quizzes for students, participation in concert-performing activity, discussion of results of performances, planning of creative tasks.

This stage involves the creation and formation of students' attitude to creative interaction with the art of music (perception of vocal or choral work, analysis of the means of musical expression, interpretation of the work through non-verbal means of communication). At the same time, the choirmaster gave students an example of masterful mastery of artistic communication skills: to tune the choir to the required sound, create a creative sense of performers, have their own emotional state, suggestive psychological means (infection, suggestion, belief).

Experimental work in the special course included the following creative forms of work: to think about the theme of the concert lecture, music quiz; get school song material for thematic concerts; put on a musical tale on your own. Particularly fruitful is the work on L. Makarenkova's vocal tale "Kalynova Sopilka", L. Barashkina's children's opera "The Bunny Lost", musical scenes by G. Ostroverhy and M. Panamarenko "Necklace for Aunt Jay" and "Glorious Mistress of Oli" and others.

In order to form artistic communicative skills (own emotional state during the stage performance), it was advisable to take D. Kornega's advice on special self-confidence classes, in particular: perfect preparation for the performance, mental attitude to success, immersion in the subject of the performance. , ie immersion in the content of the musical work, identifying yourself with its image and transmitting it to listeners, not paying attention to negative stimuli, thinking about possible mistakes during the performance, etc.

Students developed and demonstrated creative communicative experience during pedagogical practice in secondary schools (working with soloists, creative groups, preparation for school concerts), improving artistic skills: psychological attitude of students before the performance, creating creative well-being, ability to operate timbre bars suggestive psychological means of influencing performers (suggestion, infection, persuasion). An example is the planning of school concerts dedicated to Teacher's Day, folk calendar winter or spring holidays.

Creative communicative skills (psychological hardening, pop peace, mastery of artistic skills) students practiced during the concert-performance practice of students within the university, in particular: reporting concerts of vocal class, academic concerts, exams, tests in accordance with the curriculum; participation in competitions of vocalists and conductors, general thematic lectures-concerts, reporting concerts of choirs, holiday concerts of universities, etc.

Graduate students also go through the school of creative communicative experience in preparation for the state exam in choral conducting. They have the opportunity to work with student choirs, which are the prototype of the team with which they will have to work in the future.

Thus, an extremely important task is to form in students a reflective attitude to the communicative aspect of their future musical and pedagogical activities, the development of effective attitudes to artistic and pedagogical communication with music, which is necessary for productive future musical and pedagogical activities.

That is why the prospect of the future socio-cultural function of a music teacher depends on the scientific search for modern developments in this field - attracting students to national and world spiritual values, enriching the inner world of the younger generation with music.

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FORMATION OF ECOLOGICAL CULTURE OF PROFESSIONAL JUNIOR BACHELORS OF FINANCIAL AND ECONOMIC PROFILE AS A PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM

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Annotation. *At the present stage complex and dynamic transformations of society's relations with the environment are sparing attitude to nature is an integral part of the scientific worldview requires the development of interaction in the system of "man-nature" and mastery future specialists in environmental culture. Socio-economic changes and the ecological situation in Ukraine are causing the need for quality improvement of professional education of future professionals in the process of professional training in colleges for the purpose of training qualified creative specialist focused on personal and professional development, with a high level of environmental culture, production whose activities involve active impact on the environment.*

Keywords: *ecology, professional training, culture, highly qualified specialist.*

Modern global environmental problems are forcing humanity to actively seek ways to eliminate them. The anthropocentric consciousness of mankind, formed over the centuries, is a real threat to the continued existence and development of the biosphere and man as part of it. The National Doctrine of Ukraine's Development in the XXI Century defines one of the most socially significant tasks of modern higher education - education of the individual in the spirit of caring, responsible attitude to the environment based on awareness of the unity of man and nature.

The formation of ecological culture is a complex dynamic process, the purpose of which is to develop in students the skills of environmental management, the ability to see the environmental consequences, a sense of responsibility to present and future generations. Achieving the ultimate goal is possible only if the greening of the entire educational process of training professional junior bachelors of financial and economic profile. That is why the problem of forming ecological consciousness and culture becomes especially relevant.

The problem of development of ecological culture is defined in educational legislative and regulatory documents, in particular in the Laws of Ukraine: "On Higher Education" (2014), "On Education" (2017), "On the basic principles (strategy) of state environmental policy until 2030 year "(2019); Decrees of the President of Ukraine "On the National Strategy for the Development of Education in Ukraine until 2022" (2013); "Strategy of innovative development of Ukraine for 2010-2020 in the context of globalization challenges" (2009), Strategy of sustainable development "Ukraine-2020" (2015); "Concepts of development of continuous pedagogical education of Ukraine" (2013);

Concepts "New Ukrainian School" (2017), Concepts of development of pedagogical education (2018); qualifications framework for the European Higher Education Area (2018), etc.

The OON Rio Conference established the concept of sustainable development, which clearly defines ways to harmonize society and the environment, ensuring guaranteed satisfaction of the necessary needs of society while preserving and restoring the integrity of the environment, ensuring a balance between natural potential and human needs. Sustainable development provides a form of relationship between nature and society, in which, meeting the urgent demands of today, humanity will leave future generations the opportunity to exist. Implementing a sustainable development strategy requires a radical overhaul of humanity's relationship with the environment.

The aim of the article is to study the process of formation of ecological culture of professional junior bachelors of financial and economic profile in terms of psychology and pedagogy. Its main task is to carry out a comprehensive analysis of the process of forming environmental culture in the training of future financiers. The scientific novelty of this article is that it examines a topical issue that has not yet been properly reflected in the pedagogical and psychological literature. The author tries to present his vision of the introduction of the formation of the defining elements of ecological culture in the educational process of training professional junior bachelors of financial and economic profile on the basis of available pedagogical and psychological sources.

The origins of the modern ecological crisis can be traced to the works of the Middle Ages, during the timeless thought of human domination over nature. Worldview ideas of the Enlightenment were aimed at supporting progress, the development of man-made civilization. R. Descartes in his judgments noted the importance of changing the old philosophy into a practical science that will help man become the master and owner of nature. In the process of such a "barbaric" attitude of man to nature, there were significant disturbances in ecosystems, the impact of anthropogenic activities exceeded the ability of the biosphere to self-healing and self-regulation. The consequences have been irreversible violations that have led to numerous environmental disasters that are widespread around the world.

Problems of formation of ecocentric thinking, ecological consciousness and ecological culture of the individual are studied in the works of foreign and Ukrainian scientists: biologists, culturologists, psychologists, philosophers, teachers. The principle of the importance of life as the greatest value of A. Schweitzer became the basic principle of environmental ethics; awareness of the global nature of environmental problems, their forecasting, the global model of human development and nature are seen in the works of the Club of Rome - D. Meadows, J. Forrester, A. Peccei, the theory of the noosphere as a sphere of mind, developed by V. Vernadsky; ecological laws of interaction of nature and society formulated by B. Commoner; essential features of the current environmental situation and its crisis are outlined by Yu. Odum; the paradigm of ethics of responsibility was proposed by A. Naes and G. Jonas. Philosophical and social understanding of environmental threats are considered in the works of V. Krysachenko, L. Kurnyak, V.

Boreyko, L. Bolshak, M. Khilko, L. Yurchenko, O. Saltovsky, A. Ursula, M. Tarasenko.

M. Tarasenko in his work "Nature. Technology. Culture "considers ecological culture as a kind of worldview" image of the world ", which reflects the state of socio-natural dependence, which characterizes their harmonious unity, rational development of natural and social reality and the establishment in this process of their own individual identity.

V. Krysachenko considers ecological culture most widely as the ability of a person to feel the living being of the world, to try and adapt it to himself, to mutually coordinate his own needs and the structure of the natural environment. That is, in his opinion, ecological culture is a purposeful human activity that affects the organization and transformation of the natural world (objects and processes) in accordance with their own needs and intentions, taking into account the consequences of such activities. The scientist believes that ecological culture is aimed at overcoming the own limitations of man as a species in terms of adaptation in the biosphere in conditions of constant competition from certain forms of living matter. [2, p.8]

Bolshak L. treats ecological culture as part of the general culture of man, which concerns all aspects of the material and spiritual life of society, each person.

The well-known pedagogue M. Drobnokhod distinguishes between the functioning of ecological culture as a form of adaptation of the ethnos to natural conditions and the way of organizing living space, covering the system of ideas, moral and ideological institutions.

M. Kogan's opinion is interesting that ecological culture is a new type of culture with improved values, focused on the development of harmonious relations between society and nature.

We should also pay attention to the research of M. Fedoryak and G. Moskalyk, who consider ecological culture as the behavior and life of society or individual based on knowledge and rational use of natural development laws, taking into account the near and long-term consequences of environmental changes under human influence.

V. Bondarenko, revealing the content of ecological culture, notes that "these are scientifically sound methods of rational nature management, norms of ecological behavior in relation to nature."

Ecological culture is an important element of the general culture of mankind, which includes the result of human activities to transform the natural environment in accordance with the physiological and social needs of man; characteristics of the level of development of ecological consciousness of social actors, from the individual to humanity as a whole and the creative activity of society in the development of the natural environment, in the process of which ecological values are produced, preserved and distributed.

Ecological culture is a component of the general culture of the individual. Its high level implies the ability to adequately assess each of the components of the environment as part of the global world. Only under such conditions can we speak of a harmonious relationship between humanity and nature.

It should be noted that an important component of the formation of environmental culture is environmental awareness. L.I. Yurchenko notes that environmental consciousness is a regulator of environmental activities to optimize the relationship in the system "nature-society", ie is an important component of environmental culture. Understanding the harmonization of relations between humanity and the natural environment, which is constantly changing under the influence of anthropogenic factors, is possible only on the basis of ecological consciousness. The ability of generalized, purposeful, creative reflection, which makes a person able to act in accordance with environmental imperatives - the presence of environmental consciousness, affects the formation of worldview.

Thus, the only vector of development is the formation of a new ecological worldview, ecological thinking, ecological consciousness, ecological ethics, ie components of ecological culture, the elements of which are manifested in various spheres of society: economic, social, political, spiritual and moral.

The formation of ecological culture should take place throughout life through environmental education, environmental education, through the formation of environmental awareness and environmental responsibility from the standpoint of environmental worldview.

Thus, the environmental culture of professional junior bachelors of financial and economic profile is an integrated concept that includes the ability of the future specialist to consciously use the generally accepted traditional environmental knowledge, skills and abilities in professional activities. The basis of ecological culture are the values and attitudes of the specialist, directly related to the knowledge, development and transformation of the environment, moral and aesthetic attitude to nature, proper behavior in the environment and self-awareness as part of nature.

The phenomenon of ecological culture is a heritage of the twentieth century, but the origins of this phenomenon date back to the time of mankind. It is a means of accumulation, storage, improvement, multiplication, development of human experience. The role of ecological culture is realized through a number of functions.

Educational function, which involves the greening of the individual from birth, ie the assimilation of environmental concepts, principles, knowledge, values, norms, customs, symbols, traditions that are characteristic of their people and humanity as a whole. Ecological culture of the individual is associated with developed creative ecological abilities, understanding of eco-art, which is achieved in the process of ecological education and training.

Integrative and disintegrative function, which is to create in people a sense of community, belonging to one nation, religion and more. In this way, ecological culture unites people, integrates them, ensures the integrity of society. However, by uniting some, contrasting them with others can lead to cultural conflicts.

The regulatory function is that in the process of greening society, the basic values, ideals, norms of behavior become part of the self-knowledge of the individual, which shape and regulate its behavior. Ecological culture in general determines the framework

within which a person can and should act, regulates human behavior in the eco-society, family, life and professional activities.

The functions of ecological culture can also include:

- organization of harmonious relations between society and nature, taking into account the practical needs of society and the desire of nature to maintain the stability of their own normal state and thus preserve the conditions for the existence and development of mankind;

- the formation of certain stereotypes of behavior about nature in individuals and society as a whole;

- creating an opportunity to predict the negative consequences of anthropogenic activities and the results of the transformation of nature;

- management of society's attitude to nature in the process of economic activity.

The principles of ecological culture (respect for all living things, the biosphere in general) must be observed at all levels of human life - from individual to social.

Given all the above, we can identify the following main elements of the formation of ecological culture:

1. Assimilation of knowledge (basic scientific concepts of nature, environmental problems).

2. Awareness (formation of a conscious position on the environment).

3. Attitude (understanding of nature as a unique value and source of material and spiritual strength of man).

4. Skills development (ability to rationally use nature and protect the environment).

5. Development of relevant skills (direct participation in solving environmental problems).

6. Involvement in activities (participation in environmental activities).

7. Development and formation of ecological style of thinking and responsible nature management.

The following components can be distinguished in the structure of ecological culture of the future professional junior bachelor of financial and economic profile:

1. Motivational, which includes the development of strategic goals and increased student interest in solving environmental problems, the need to improve environmental knowledge, awareness of current environmental issues, the development of readiness for environmentally sound activities in the national economy, aimed at harmonious interaction with the environment.

2. Value, which consists in creating value orientations for environmental activities and understanding the integrity and unity of society and nature.

3. Cognitive, which is a set of professional environmental knowledge, taking into account their depth, scope, significance, the use of which makes it possible to assess and predict the long-term consequences of human economic activity.

4. Personal, which is manifested in the formation of professional qualities of future economists-financiers, which will help their successful self-realization in future professional activities.

5. Operational activities, which includes the development of skills and abilities necessary for future professionals in the financial and economic sphere of economics; rules and forms of behavior in the natural environment; practical experience of environmental activities related to the study and conservation of nature, taking into account the specifics of professional activities.

Thus, the formation of ecological culture of professional junior bachelors of financial and economic profile involves mastering the system of scientific knowledge, views, beliefs, skills, responsible attitude to nature, requires the creation of new strategies and technologies for harmonious interaction of society and nature.

Analyzing the experience of prominent teachers and psychologists such as N. Reimers, V. Krysachenko, N. Mammadov, we can identify the following principles on which the formation of environmental culture in student youth is based:

1. Continuity, complexity, systematicity and systematicity, providing organizational conditions for the formation of ecological culture of the individual, the continuity between the various levels of education.

2. Education of understanding of integrity, unity of environment, inseparable connection of its components, interdependence of natural processes.

3. Interdisciplinary approach to the formation of ecological culture, which involves not the mechanical introduction of certain knowledge of environmental orientation in the study of special disciplines, and their logical subordination to the main strategic goal of forming ecological culture of future economists-financiers.

4. Coverage of environmental issues at the global, national and regional levels, which involves practical participation in solving problems of local importance.

5. Orientation of education to the development of the value-motivational sphere of personality, harmonization of relations with the natural environment.

6. Graduality, which provides for the vertical integration of greening of education, which provides a continuous increase in the level of formation of environmental culture.

7. Introduction of the newest forms and methods in educational process.

8. Diagnostics, ie the ability to constantly monitor the level of formation of environmental culture in students in order to further adjust it.

9. Nature conformity, ie conformity of forms and methods of ecological education to psychological, physiological, age and physical features of the student.

10. Differentiation and variability involves the differentiation of the content of environmental education and upbringing, taking into account the need for environmental knowledge in future professional activities.

11. The principle of clarity helps to consciously and actively perceive, understand and assimilate the necessary information, cultivates observation.

12. The principle of linking learning with practical professional activities.

13. The principle of unity of scientific and educational activities of teachers and students.

14. The principle of student participation in research work.

15. The principle of taking into account the individual characteristics and capabilities

of students.

16. The principle of professional orientation of educational and cognitive activities of students.

One of the crucial principles of formation of ecological culture of professional junior bachelors of financial and economic profile is large-scale greening of human activity and public consciousness.

Thus, according to N. Reimers, greening is the penetration of environmental ideas into all spheres of public life, which is designed to preserve the possibility of existence and development of a long chain of generations of people within the law of unity organism-environment. [3, p.54]

According to V. Mammadov, it is necessary to pay attention to the greening of the education system, the formation of environmental awareness and increase the social and environmental responsibility of the individual.

V. Krysachenko believes that greening is a process of civilization development associated with the humanization of society, in the process of which the moral and ecological imperative is formed and conditions are created for ethical principles of coexistence of nature and society, while man becomes the main object of ecological knowledge.

The greening of public consciousness is the continuity of environmental education and upbringing, the introduction of a mechanism for the formation of environmental culture in the educational process - from kindergarten to higher education and further into economic activity. Knowledge of works of world and Ukrainian literature, music and art, in the content of which there is an ecological direction, will be a condition for realizing the values of ecological culture of the individual, give the right ecological orientation in different circumstances of communication with nature and solving emerging professional problems.

An important role in the process of greening education was played by the adoption of the Concept of Environmental Education of Ukraine, according to which the main purpose of environmental education is the formation of environmental culture of individuals and society as a whole, skills, fundamental environmental knowledge, environmental thinking and consciousness. -economic sector, including that based on the attitude to nature as a universal and unique value.

Environmental education is aimed at combining the rational and emotional in the relationship between man and nature on the basis of universal values (goodness, beauty, reason, consciousness, patriotism, universalism, etc.).

An important component of environmental education is an interdisciplinary approach, namely the permeation of all disciplines, especially special courses, environmental knowledge, which will help future professionals to form a knowledge base close to specific problems related to future professional activities. Today's conditions show that a specialist in any field of activity must have deep professional knowledge, based on their own environmental awareness and solve practical problems and tasks, taking into account environmental factors.

Innovative approaches to the formation of environmental culture require changes in the content (concept of the educational process, curricula, training plans) and methodological (forms, methods of organizing educational activities, the nature of control) components of the educational process.

The organization of project activities focused on the formation of environmental awareness and environmental culture, the relationship of theory and practice, communication activities ensure the professional development of the future specialist.

In the process of forming ecological culture, the national component is crucial, which takes into account the historical experience of the people in interaction with the environment, attitude to nature and all living things. It is the national ecological culture that is the basis for ecological education and ecological education throughout life. The ecological component of the worldview together with theoretical knowledge is manifested in the form of traditions, customs that are characteristic of each ethnic group.

Thus, the process of forming the ecological culture of professional junior bachelors of financial and economic profile is a global psychological and pedagogical problem, which includes a number of interrelated successive components, principles, techniques and methods, the use of which in the educational process.

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THE BENEFITS OF BLENDED EDUCATION

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Annotation. *The article considers the content and essence of the concept of blended form of education. Education, which has undergone some changes in recent years, has been driven by the Covid-19 pandemic, with a shift from a common classroom learning system, face-to-face (offline), to e-learning (distance). New approaches of learning are emerging with the advent of the World Wide Web and the ability to transcend space and time. We must say that the new learning models improve individual work, stimulate teamwork and are more comfortable.*

In the process of teaching and learning, teachers strive to discover the latest and most innovative methods or approaches to their students. Among them is blended learning. Today, the education system is trying to adapt new technologies and find new ways to solve problems and achieve a quality level of learning. Blended learning is an approach that provides innovative educational solutions through the effective combination of traditional classroom learning with e-learning and online activities for teachers, tutors and students.

Keywords: *pandemic Covid-19, innovative technologies, educational process, mixed form of education, classroom, institution of higher education, work, student.*

Introduction. The modern learning process has undergone many changes compared to previous decades. Of course, we are moving forward, improving our knowledge, but there are many objective factors that influence changes in the process of acquiring knowledge, including the Covid-19 pandemic. Coronavirus has globally and irreversibly affected all countries and it is needlessly to hope that society will return to the previous structure of all processes within each state. Despite significant efforts by the country's leadership over the past two years, the pandemic is still limiting our capabilities and gradually changing all life processes. Various institutions, enterprises, including universities are adapting approaches to solving the problems caused by Covid-19. The pandemic era has witnessed changes in the education system, in which students acquire knowledge in a flexible online mode, which has replaced traditional learning in classrooms. However, it should be mentioned that further improvement of the educational system, the experience gained during the pandemic will benefit both students and teachers. This is a significant impetus to change the traditional way of providing educational services.

Due to the abrupt changes, some higher education institutions have found it difficult to move to online learning in a hurry. Universities have faced difficulties in establishing an information technology structure and providing both parties with instructions on how to carry out responsibilities and assignments, organizing the learning process, creating course plans for online learning, creating and supplementing resources such as printed

materials, creating and updating an evaluation system. Therefore, the challenge is to overcome the incomplete understanding and perception of online learning, that are new opportunities, and to restore "normal" traditional learning with elements of online learning, given the limitations imposed by the pandemic. In our opinion, the modern learning process is a unique opportunity for universities to start a new mode of operation, move away from old systems, break stereotypes and start working with other universities to share experiences. After all, the experience of learning in the pandemic era is exceptional, it provided an opportunity for all participants in the educational process: students, teachers and leadership to analyze the online component in education, assess its feasibility, such experience can become a constant practice in the new "normal" blended learning process.

Methods. Blended learning is a so-called trend in modern education that will remain popular and debated in academia for decades to come. The analysis of scientific works has shown that the practical problem of application and analysis of mixed forms of education in higher education institutions is of interest to scientists and a significant amount of research is devoted to it, both theoretical and practical. Among native researchers Shelestova L., Fandeeva A., Tkachuk G., Mizyuk A., Bystrova Y., Krivonos O., Kukhareno V. and a group of authors of textbooks for vocational (technical) education Pasichnyk O., Elfimova Yu., Chushak H., Shinarovska O., Donets A., who helps to organize high-quality blended learning in educational institutions, based on the needs and interests of students. Taking into consideration, the fact that changes in the learning process have affected not only Ukraine but also the world, a number of scholars are working on research in the field of blended learning, including Gafurov I., Amaal Al Masri, Gupta V., Greenberg B. and other scientists who share experience in implementing and researching the latest learning process, its advantages and disadvantages, the system and general characteristics, the process of restructuring the internal structures of higher educational institutions and the content of educational materials.

The purpose of the article is to substantiate the essence of the mixed form of education, its features and benefits and analysis of awareness and attitude to the new organization of education by students of the Higher Education Institution.

Results. To sum it up, blended learning is a sure step forward, the education system will no longer be the same – traditional, students will no longer return to desks with only a book in hand, they are more progressive, open, conscious and erudite. There are no more barriers and boundaries in their worldview, they are ready for cooperation, collaborations and new discoveries.

Therefore, we can conclude that the blended form of learning is our future, it expands horizons and provides new opportunities. At the same time, we are in a transition phase that requires a lot of organizational and informative work. The survey showed that students are not very well aware of the essence of a mixed form of education, its benefits, and most importantly, that they are not sufficiently motivated to self-discipline and self-learning. It should be remembered that the teaching staff needs significant assistance due to the high cost of multimedia digital devices and applications, significant costs for the

maintenance of educational platforms. Moreover, educators are obliged to constantly improve their skills and abilities, to understand new inventions and discoveries in information technology.

The prospect of further research is to develop theoretical lectures to further acquaint students with the process of blended learning, involve them in such activities and develop educational activities to create and implement blended learning courses.

Discussion. The process of modernizing education began long before the pandemic, and was influenced by certain objective factors, namely technological progress, which in turn played a crucial role in shaping a new generation of young people who "grew up with gadgets in their hands." Thus, we must understand that the modern student requires modern approaches to the organization of learning, which are directly related to the achievements of technological progress. This is the so-called vicious circle, in which all the links are closely connected. As for the Covid-19 pandemic, it has only accelerated the process of transition from the traditional to the newest – blended learning system.

Blended learning does not have a specific author, it is a consequence of the processes that took place in accordance with the requests of students and many attempts to change existing methods and principles of learning. That is why there is no single explanation for this process, we offer a number of definitions for better understanding. In 2006, Bonk K. and Graham K. proposed the following interpretation: "Blended learning is a learning system based on a combination of full-time learning (learning in classrooms) and learning with the help of computer technology" [2, p. 6]. The Clayton Christensen Institute provides a more specific definition: "Blended learning is an initial approach that combines teacher-centered learning with online learning, which offers elements of self-monitoring of students' path, time, place and pace, and integration of teacher experience. in the audience and online "[3]. It is important to note that with the expansion of computer technology, the term "e-learning" (2015) has emerged, a learning system that more clearly outlines the online learning process.

Summarizing the above, we formulate the following definition of blended education – a form of knowledge organization that uses both face-to-face and e-learning to achieve the best results and meet the needs of students – a mix of approaches to the organization of the educational process, which expands the opportunities and compensates for the shortcomings of individual learning systems.

Is it possible to identify the concept of blended learning with distance learning? Of course not, a mixed form of learning involves communication with teachers in classrooms, personally. In a mixed form of learning, you need skillfully plan the time spent in classrooms with teachers and e-learning and ultimately meet the needs of students. There is no generally accepted rule for dividing time into different forms of learning, it all depends on the purpose and objectives of the course. In our opinion, it is most rational to conduct theory classes remotely, and to devote time to practical and laboratory classes in classrooms. Allocation of time is the task of educational institutions, which are obliged to take a strategic approach to solving any tasks.

The introduction of new pedagogical technologies in the educational process has

a positive effect on the development of students' cognitive activity, creative activity, consciousness and development of motivation, which changes the attitude of students to learning – there is a transition to independent conscious learning.

We believe that this has a positive effect on the process of formation of students' personality, their awareness, responsibility, competence, purposefulness, awareness of the choice of profession and goals for the future. Future specialists are professionally competent and motivated. Students have knowledge, skills, moral qualities and values, the ability to think critically and self-analysis, they are ready for change. Applicants are involved in the learning process, they understand the essence of learning, where the emphasis is shifted from the result ending to the process, their attention is focused on making efforts, on self-assessment of achievements. That is, blended learning is characterized by individualization [4], it is focused on personality. That means that the focus is not on the learning process in the center with the teacher, but on the student, there is a movement towards "student-centeredness" [5]. The consequence of these changes is that students have more control over the time, place and duration of tasks. That is, the teacher acts as a coordinator and tutor, he does not dominate the learning process.

But the most important aspect, in our opinion, is that students are not so critically limited in time to complete tasks, they have so-called "deadlines", adjust their workload and work, study at a comfortable pace at a convenient time. Individualization is to take into consideration the cognitive needs and interests of each student.

We agree with the statement of the scientist Dolgova T., that the use of digital learning resources is an integral and very important component of blended learning [1]. These resources have certain didactic properties: multimedia, redundancy, variety of forms of educational content, diversity, variability, interactivity, flexibility. But the traditional properties remain unchanged: scientific, structured, clear, systematic.

To successfully implement a blended form of learning, participants in the learning process use a variety of digital resources, including:

- tools for planning learning activities (Google Calendar, ezines, etc.);
- tools for collaboration (Google Docs, Forms, etc.);
- tools for communication and community building (social networks, ZOOM, Skype, Google Meet, Hangouts, etc.);
- tools for creating educational content (Padlet, Quizlet, Prezi, Kahoot!, Microsoft PowerPoint, ClassMarker, QuizWhizzer, etc.).

Blended learning can take place synchronously and asynchronously. The process of synchronous learning is similar to learning in classrooms, but the participants in the learning process are virtually in the same place at a certain time. Asynchronous learning requires flexibility, coordination and individual learning schedule, arrangements, scheduling, mutual respect and preparation for meetings.

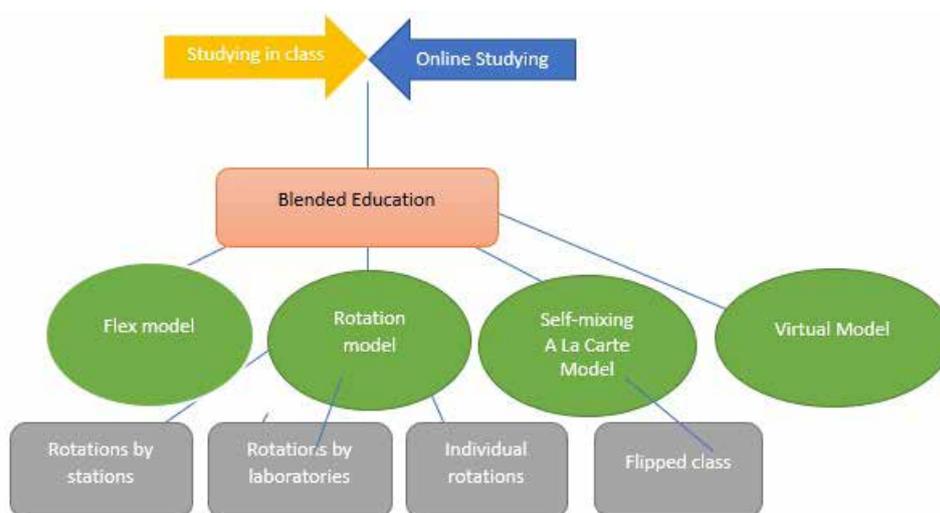
There are several options for blended learning. For a more detailed understanding of the process of blended learning, we chose the classification of Michael Horn and Geiser Stacker [6, p. 8-11].

The rotation model is the most popular, it involves alternating work online and

offline according to the instructions of the teacher or a specific work plan. These parts may include working in small groups or working with the whole class, group projects, individual work with teachers and written assignments.

The rotational model includes four subspecies:

- rotations by stations – students work in classrooms and pass stations according to a certain schedule;
- rotations by laboratories – the model is similar to the previous one, but students do not move within the classroom, but within the school;
- individual rotations – the student has his own individual schedule of studying the subject;
- flipped class – students work on a schedule online from home and present their project and practical activities in classrooms.



In the flex model, the teacher acts as a consultant, the work can take place both in the classroom and remotely, but only in the digital environment.

Self-mixing model– involves supplementing the face-to-face program with separate online courses.

According to the virtual model, students divide their time between attending classes and distance learning, they do not visit the educational institution every day, moreover, it is not just a method of studying the course, but a model of the whole educational institution.

Summing up, we highlight the following features of a mixed form of education:

- change the relationship between teacher and student, support, motivation and coordination of the teacher, a conscious attitude to learning - the student's task;
- focus on individualization of learning, a student at the center of the educational process, he is a full participant and organizer of educational activities;

- motivation for independence in learning;
- advantage of group work - projects, discussions, forums, seminars, conferences;
- use of digital resources - work can be done through any device in any place with the ability to track performance and use interactive learning tools.

Like any approach, method or form in the process of acquiring knowledge, blended form of learning has a number of advantages and disadvantages. Therefore, we consider it necessary to list the benefits of this form of education to begin with.

- Combined methods provide a high level of student achievement, they are more effective than full-time or completely distance learning.

- Students have the opportunity to work independently, using a combination of instructions and calculation of personal time, which will further provide them with better understanding with the employer.

- Teachers have the opportunity to work with each student personally, assess their potential and identify gaps. Unfortunately, in traditional classroom teaching, the teacher does not have this opportunity due to lack of time.

- This form of learning simultaneously ensures the development of independent learning and encourages collaborations, cooperation for projects, tasks and problem solving.

- Modern information and communication technologies are used to develop and improve student awareness of the learning process.

- This form of learning promotes and improves communication between teachers and students to better understand the learning material using interactive learning tools to assess students' knowledge.

- It should be mentioned that training costs are reduced. If teaching takes place online, it is possible to use electronic textbooks.

- Blended learning promotes the development of skills and knowledge in students who have certain talents. Access to the curricula of other educational institutions or platforms for courses to improve certain knowledge are available.

- There is a personalization of learning, now not the teacher in the center of the class, but there is interaction between all parties to the learning process.

- A very important advantage is the student's own pace, ie only after fully understanding and mastering all the material, the student can move on.

- A learning environment is created without physical presence. That is, there is a combination of teacher-student or students, so to speak, 24/7, but personal space and free time is preserved.

Blended learning has a number of benefits that contribute to higher education, improve students' knowledge, prepare them for work and provide individualization, which is a key element in our time. Blended learning introduces innovative solutions, restructures the process of information perception, analysis and reproduction. Our future is changing, but it is worth skillfully combining them with existing and proven forms of learning.

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FORMATION OF THE LEADERSHIP POSITION OF HIGHER EDUCATION APPLICANTS IN THE CONTEXT OF DISTANCE LEARNING

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Annotation. *The problem of leadership is increasingly raised in Ukrainian society. The need for specialists with leadership qualities is becoming increasingly important and obvious. The article reveals the theoretical foundations and practical recommendations for the formation and development of the leadership position of modern higher education applicants in the context of distance learning.*

The presented technology of forming managerial skills in the context of distance learning is a purposeful step-by-step process, a set of conditions, methods and means of which allows achieving the goal of developing students' leadership potential. The implementation of this technology in the educational process is a continuous step-by-step process, carried out in lectures and practical classes, provides for various forms of training organization (individual, group) and the use of various active teaching methods (practical exercises, specific situations, discussion, business and role-playing games). The technology implements a set of selected psychological and pedagogical conditions, working out all the structural components of managerial skills, using elements of real professional activity of students.

Keywords: *leader, leadership qualities, formation of leadership qualities of students, higher education applicants, pedagogical conditions.*

Introduction. In the modern conditions of development of the society caused by transition from industrial social formation to information, dynamic development of a science and technics considerably raises a role of the modern competitive expert. At the same time, more effective development of education is achieved by those countries where first of all attention is paid to the problem of selection and professional training

of the most capable and talented young people. New challenges for future professionals are related to informatization, globalization, commercialization and other current phenomena. One of these challenges is related to their willingness to implement the professional functions of specialists: design and technology, research and organizational and managerial functions. The quality of these functions in some way depends on the leadership position of the specialist, and the implementation of organizational and managerial functions is simply impossible without the established leadership position, therefore, its formation in future professionals is one of the important problems of higher education, which leads to the formation of new professionals who are not only able to exploit and use innovative technologies, but also able to initiate and manage changes in the educational environment.

Analysis of recent research and publications. Vizniuk I.M., Polishchuk O.S. (2021) highlight the features of the formation of IT competence of future masters in the educational environment of higher education as a psychological and pedagogical problem in the education of leadership positions of students. Volkivska D.A. (2016) in her works reveals the essence of the development of leadership potential of student assets in the university environment. Haponiuk Z.H. (2008) analyzes the pedagogical conditions for the formation of leadership qualities in students of humanitarian institutions of higher education. Chahovets A., Chykhuk A., Bida O., Kuchai O., Salnyk I., I. Poliakova. (2020) are engaged in the formation of motivation for professional communication in students in a pedagogical institution. Dolynnyi S.S. (2021) highlights the individual psychological factors of conflict behaviour of adolescents within cyberspace. Zvereva I.D. (2012) demonstrates an encyclopedia for social professionals in terms of providing student-centered learning. Zorina A.V. (2009) presents the pedagogical conditions for the formation of leadership qualities of students of higher educational institutions. Karmanenko V.V. (2019) offers pedagogical conditions for the formation of leadership qualities of students of economic universities. Krasnoshchok I.P. (2012) focuses on the disclosure of factors in the development of leadership qualities of students. Kraschenko Y. (2012) presents the features of education of leadership qualities of future teachers in the system of student self-government. Luchaninova O.P. (2017) recommends psychological features of work on the formation of a leadership position of students for the curators of academic groups as key individuals in the education system of higher education institutions. Sopivnyk R.V. (2014) reveals the peculiarities of educating leadership skills of students of agricultural universities. Televatova M.T., Petrakovska O.V., Svyryda O.A. (2019) offer methodical recommendations for the work of curators in student academic groups of specialty 071 "Accounting and Taxation" in higher education institutions. Hupavtseva N.O. (2018) contributes in its activities to the formation and development of leadership qualities of students studying Psychology.

Yahodnikova V.V. (2006) interprets the effectiveness of indicators in the formation of leadership qualities of high school students in the personality-oriented educational process of secondary school.

The aim of the article is to highlight the author's theory of leadership development,

which will help students realize themselves as a subject of their lives, to form a willingness to play the role of leader and the ability to organizational influence on the team in the conditions of distance learning.

Research methods.

Participants in the experiment. The experimental base of the study was Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University where the general sample of students consisted of students whose potential led to the ability to lead as a factor in sustainable human life. The experimental study involved 204 people, including 100 with a tendency to leadership (control group - CG), which were selected based on the results of the author's questionnaire and 104 people with reduced leadership position (experimental group - EG). The age of the participants of the experiment is 18-25 years. All participants before the start of the study were informed about the conditions of participation in the experiment and agreed to participate.

The experiment was conducted by the decision of the specialized academic council of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (record № 13 dated 15.04.2021). The ethical rights of all participants are respected. The study was conducted in the natural conditions of the educational process of higher education, providing general conditions for participation in the experiment: the same time and duration of training, the same measurement materials to diagnose the level of leadership according to pedagogical conditions of higher education.

Current research on leadership issues (Vizniuk & Polishchuk, 2021) indicates that the innate set of qualities that ensure the realization of leadership potential simply does not exist. However, it cannot be denied that there are certain traits that, according to research, are not innate and at the same time are included in the list of "leadership" qualities. Instead, we are not talking about specific "universal" features, but about the expectations formed in society about the personality of the leader. That is, not all leaders need to own them. Modern science proves that leadership potential (internal reserve) can be developed in each person, if he or she did not fall victim to violence, despotism, tyranny and other humiliations as a child.

65 definitions of leadership that have been formulated in foreign psychology over the past 60 years are analyzed, the main approaches to the explanation of leadership are identified, which make it possible to systematize most theories (Zorina, 2009):

- 1) leadership as a phenomenon of group processes: a leader is impossible without a group of followers, and is always mentioned as a center of group interests;
- 2) leadership as a reflection of personal characteristics: a leader must have a specific set of personal qualities that determine his ability to lead;
- 3) leadership as behavior: the leader has a specific style of solving problems and interacting with others, ensuring his ability to influence followers.

Despite the diversity of views, we can distinguish the definition of leadership, which reflects the results of foreign research. Leadership is a process that involves the influence of the leader on the followers, which arises during group actions aimed at achieving a common goal. Modern developments of foreign researchers can be

described as integrative. Researchers recognize that the phenomenon of leadership is quite multifaceted and largely depends on the sphere of activity of the individual, and therefore, to unambiguously identify the origins of leadership and predict its success is impossible. That is why researchers who have studied leadership in the psychological field have focused on identifying the roles that a leader can play given the different situations in everyday life and the specifics of the group to which the leader belongs. Traditionally, society has formed different role expectations for men and women. For a long time, it was believed that women did not have the ability or desire to show masculinity in behavior, which many believe is necessary for successful leadership. The desire of some women to apply for an important leadership position in the business sphere has recently been met with surprise at best by colleagues, and more often than not - with a negative attitude (Haponiuk, 2008).

Currently, the following leadership qualities are distinguished: authority, activity, demanding, endurance, initiative, intelligence, competence, communication, creativity, critical thinking, reliability, persistence, independence, optimism, etc.

In most organizations, it can be observed that the influence is carried out on a top-down basis, i.e. managers influence subordinates. But feedback mechanisms also allow subordinates to influence managers. Involvement of people in such relationships leads to the desire for constant change, and leadership involves creating optimal conditions for change, rather than maintaining the status quo. In addition, changes are not imposed by the leader, but reflect significant goals and objectives for the leader and team members. Moreover, the goal of such change is the results that both leaders and the group strive for. Under the most favourable conditions, leadership should be evenly distributed between the leader and the group. In this case, team members receive a higher level of responsibility. Leadership cannot be described by a list of skills and abilities. First of all, it is based on personality traits, which are the source of power. These include: ambition, optimism, openness, courage, modesty. A true leader finds an opportunity to show both the desire to work and attention to others. Outstanding leaders are those people, who are loving in their work and know how to pass this love on to others (Karmanenko, 2019).

One of the most important personal characteristics of student youth is the necessary component of a leader - leadership potential. It is a set of such qualities that under certain conditions ensure the nomination of a certain member of the group to the role of leader. Each person has a leadership potential. But its formation and development is influenced by unpredictable psychological, pedagogical and social factors. Components of leadership potential are psychological qualities that ensure a person's ability to lead (Chahovets, Chykhuk, Bida, Kuchai, Salnyk & Poliakova, 2020).

Let's define the components of leadership potential in relation to a student of higher education, which are relevant in terms of distance learning. The most successful functions of leader and leader in student groups are combined in the role of elder, who on the one hand is endowed with certain powers, and on the other hand - forced to interact with the group on the principles of equality, so look for approaches using the full range of qualities and skills. Such special conditions of activity in the conditions of distance

learning give rise to a unique formation of a leader-leader. A psychological portrait of the student group leader is built around such a role duality. It is important to analyze the functions assigned to the formal leader in the student group and are necessary in the context of distance learning. We consider it necessary to distinguish four basic functions of a formal student leader: information; control; managerial; psychological. Note that the activities of the leader of the student group is due to specific socio-psychological features, which are determined by the dualism of the role of the formal leader of the student group, which combines the qualities of natural leader and leader-manager. These features coincide with the main functions of the leader in the student environment, such as: management, control, information and psychological. We emphasize that the peculiarity of the effective activities of the leader of the student group is that his activities are related to the emotional sphere of leadership. Therefore, the criteria for leadership in the student environment are: the ability to analyze the activities of the group; the ability to strategic foresight using creative and non-traditional approaches to solving problem situations in the group; the ability to motivate people and inspire what is needed in distance learning.

The managerial function is to ensure the operational management of the student group in the process of educational activities in terms of distance learning. The control function is provided through the maintenance of subordination relations in the student group. The information function is implemented in the process of coordinating relations between students and the administration of the institution, as well as providing feedback in the context of distance learning. Also, the head of the group in terms of distance learning, implementing the information function, is responsible for disseminating information about events, events, orders. The psychological function of the leader of the student group is realized through the maintenance of a harmonious socio-psychological climate in the group. The implementation of this function is possible only if the group leader has basic leadership skills, and can really use psychological techniques to unite the group in distance learning (Kraschenko, 2012).

It should be emphasized that the leadership position of an individual is not identical to leadership potential or existing leadership abilities, but it is formed on their basis in the process of successful leadership, which includes organizational and institutional actions when working with a group of followers in distance learning. At the same time, a person's personality is gradually freed from the influence of the external environment, which allows him to consciously change both the environment and himself, acquiring leadership qualities, especially: cognitive, communicative, organizational, moral and reflective skills. It should be noted that a person who has the necessary level of leadership development and strong leadership potential may never put them into practice, if at the cognitive, value, motivational level will not feel the need to master a leadership position in distance learning. Thus, we consider the leadership position of students in distance learning through the attitude of the future specialist to reality in all its manifestations. The formation of the leadership position of the learner should be considered as the acquisition of individual freedom, as its transformation into a subject of his life. Therefore, it is appropriate to define leadership in distance learning. Leadership position of a distance

learner is a personal education that includes students' awareness of readiness to play the role of leader and ability to organizational influence on the production team, which is based on the leadership potential of the individual and formed in the process of learning leadership in different life situations including the conditions of professional engineering (Fig. 1).

Motivation to succeed in achieving the goal in distance learning		
Leadership potential		
Personal qualities and values	Leadership skills	I-concept of a leader
Leadership position		
Cognitive level	Value level	Motivational level

Fig. 1. Model of formation of leadership position of higher education applicants in the conditions of distance learning

Methods of conducting a pedagogical experiment. The study continued during the first semester of 2021 in terms of distance learning. According to the purpose and objectives of the empirical study was conducted in four stages, which are listed in table 1.

Table 1

Stages of empirical study of the formation of the leadership position of higher education applicants in the conditions of distance learning

№ S/n	Stage name	Stage characteristics	Methods and techniques
1	2	3	4
1	Methods and techniques selection	Selection of methods and techniques that were selected most in accordance with the purpose and objectives of the study	Authorial questionnaire
2	Conducting basic research	This stage included: filling in personal data; conducting test tasks	1. Test Determination of willpower (E. Ilyin) 2. Express diagnosis of self-esteem (N. Fetyskina) 3. Test "Diagnosis of leadership opportunities" (E. Zharikov, E. Krushelnytskyi)
3	Primary data processing	Data obtained using standardized methods and constructed scales were calculated according to the keys	Drawing conclusions
4	Research results interpretation	The results of the study were interpretations obtained at the intersection of the processed quantitative and qualitative data	

The presented and tested authorial questionnaire at the first stage of the research is designed to measure the student's propensity for leadership position, with which we highlight the presence of leadership traits, potential and self-concept of a leader. According to her, a high number of points indicates a tendency of the subject to leadership in the following parameters:

- from 0 to 10 points - this result indicates a lack of propensity for leadership;
- from 11 to 20 points - means low propensity for leadership;
- from 21 to 30 points - this number of points means the average leadership position of the student;
- from 31 to 40 points - means the level of high leadership position in the student of higher education.

According to the results of the authorial questionnaire conducted in the conditions of distance learning, the subjects were selected on the basis of propensity for leadership.

The educational process involved students mastering the basic program material in the institution of higher education in lectures, practical classes, during independent work in distance learning. Lectures and practical classes are focused on mastering the main theoretical problems studied in each section. The learning process uses traditional (lecture, conversation, explanation, preparation for practical classes, independent work in distance learning), innovative (discussion, inverted learning, contextual learning, problem-based learning, the use of ICT for the presentation and processing of educational material, case method, game simulation).

The study of academic disciplines involved the use of various methods and technologies of teaching and learning in distance learning.

Explanatory-illustrative method - was implemented in lectures in the form of a story or explanation of a significant amount of theoretical material, it helped to facilitate the understanding of complex educational information, to systematize it.

The method of problem-based presentation of educational material was implemented by creating problem situations, providing assistance to students in the analysis with the subsequent joint solution of the tasks.

Reproductive method - was used to reproduce and repeat the way of activity according to the formed dynamic stereotype of actions. The method is useful for mastering basic concepts in distance learning.

Active teaching methods - used as a consistent and purposeful setting of tasks for students, solving which they are actively learning new knowledge.

The partial search (heuristic) method was aimed at involving students in solving cognitive problems on their own. At the same time, students mastered various ways of searching for information in distance learning, formed a belief in the truth of new knowledge, analyzed the reliability of the results and possible errors and difficulties in distance learning.

The research method allowed to involve students in independent solving of scientific problems.

The following interactive forms of practical classes in distance learning were used

in the educational process: case method - students were given diagnostic indicators, they must interpret them, identify the problem, process theoretical information according to the identified problem, provide practical recommendations; situational tasks; role games; work in small groups with the help of a computer.

Various learning technologies are used in the teaching of academic disciplines - both traditional and modern (personality-oriented, information and communication, etc.). At the same time, learning is student-centered and is carried out through active practical activities. In particular, in order to intensify the educational process in the conditions of distance learning, the use of problem lectures, business games, discussions, etc. is provided.

Results. According to the indicators of rapid diagnosis of the level of self-esteem (N. Fetyskina) (Fig. 2) the following data were obtained: high self-esteem in - 34 subjects (33%), medium - in 41 people (37%), low - 31 subjects (30%). Correspondence of values to the average level of self-esteem means that the majority of respondents have an average self-esteem. It is characterized by great instability and poses certain risks that accompany the benefits when a person feels confident. One of the biggest risks of average self-esteem is that it tends to turn into low self-esteem if you do not make a conscious effort. Therefore, the main goal of a person with this type of self-perception should be to increase their self-esteem as much as possible until he reaches the highest ranks.

High self-esteem is characterized by a person's overestimation of their positive qualities, which is manifested through the reduction of their strengths or exaggeration of shortcomings. A person with high self-esteem is more active, self-confident, does more thoughtful actions, is independent in his own judgments, perceives criticism as an "attack" on his own dignity. Such people are often optimistic because they are more likely to do their thing. When raising self-esteem, keep in mind the other extreme - aggressive narcissism, which is an undesirable and negative result of improper personal development. Positive is the conscious increase in self-esteem through self-education and personal development.



Fig. 2. Distribution of subjects by level of self-esteem

Low self-esteem in the context of distance learning is manifested through the reduction of their strengths or exaggeration of shortcomings and is much more difficult to psychologically correct due to its merger with the inferiority complex of the individual. Low self-esteem leads to a painful perception of criticism, but such people are not able to adequately receive compliments. They consider them to be false and untrue, used for profit. People with low self-esteem look insecure, confused. They are less active, often influenced by others.

It is quite possible to increase self-esteem, although it is often a rather slow process. However, conscious attempts to form self-esteem can be useful to almost everyone.

According to the results of testing the method "Determination of willpower (E. Ilyin)", the following results were obtained: high level in 35 subjects (34%), average in 29 (28%) and low in 39 (38%) (Fig. 3).

A low level of willpower indicates that the student is doing the easiest and most interesting thing, even if it can hurt. He is not very enthusiastic about his responsibilities, which often leads to conflict situations. His position is characterized by the famous phrase "What do I need most?". Any request or commitment is perceived by such students as almost physical discomfort. And the point here is not in the weakness of the will, but in their selfishness. They often say that they do not need willpower or that they are simply not given it. They say with some relief, "Well, I don't have the willpower."

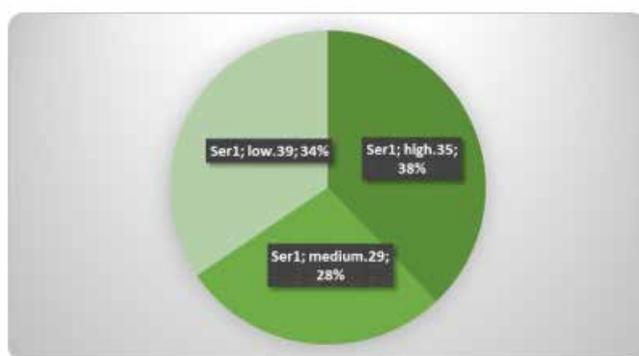


Fig. 3. Distribution of subjects by level of willpower

Researchers who are dominated by moderate willpower differ from others in that when they face difficulties, they try to overcome them. But if they see detours, use them immediately. Apparently, these people are just cunning in front of others, and maybe even hiding their weakness in front of themselves. By the way, these people protest if they are called uncharacteristic. Everyone wants to have a character. Therefore, it is advisable to start improving yourself from the education of willpower.

If the subjects' willpower is at a high level, then in a difficult moment they will not fail. They are not intimidated by new assignments, long trips, or affairs that frighten others. Although sometimes their clear and firm position on unprincipled issues bores

others. They are often even referred to as "character" instead of "willpower". This is not accidental, because how developed a person's willpower is, how he will be able to realize his other qualities.

Thus, the development of willpower is a very difficult process. After all, in essence it is violence against oneself, coercion to do what one does not want to do, or, conversely, refusal of what one really wants.

According to the results of the method "Leader" the following results were obtained: high level in 46 subjects (44%), medium in 34 (33%) and low in 25 (23%) (Fig. 4).

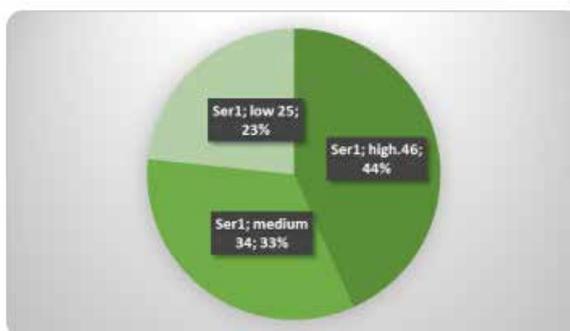


Fig. 4. Results of the method "Diagnosis of leadership opportunities"

Quantitative and qualitative manifestation of certain indicators of criteria allows us to distinguish three levels of formation of leadership qualities of students - high, medium and low. The high level is characterized by the presence of all indicators of the formation of leadership qualities of students, mostly with a high level of manifestation. These future professionals are characterized by a clear understanding of the essence of leadership behavior, the specifics of organizational activities, communication, steadfast motivation to show leadership, the desire to succeed in teamwork. A person with high levels of leadership has a significantly lower likelihood of outdated psychological experiences and conflicts in the family.

Intermediate students are characterized by the dominance of the average level of development of indicators of leadership, the instability of motivation to manifest leadership and behavior. They have a sufficient level of awareness of leadership issues, but do not know how to implement them in interpersonal relationships in the team. Manifestation of leadership position and behavior of these students is situational.

The low level implies that the indicators of the criteria for the formation of leadership qualities of students appear sporadically, almost imperceptibly or not at all.

There is a high level of leadership position in the CG of individuals. Applicants for EG education were involved in a formative experiment to adjust their leadership position in higher education institutions.

Table 2

Relationship between CG and EG leadership

Leadership position	Personal qualities and values	Leadership skills	I-concept of a leader
High rates	0,027	0,017	0,033
Low rates	0,227**	0,257**	0,215**

** – the correlation is significant at the level $p \leq 0,01$

Analysis of the obtained data by Pearson's criterion χ^2 (Table 2) shows the presence of significant differences ($\chi^2 = 16.87$, $p \leq 0.01$) of the average indicators of leadership capabilities of CG and EG. Note that the strength and depth of low rates on this method due to individual psychological characteristics, level of psychological development, behavioural stereotypes and features of self-actualization, specific response to the situation, how to process internal personal conflict, the degree of stress. According to our study, the relationship between neuropsychological resilience and mental health exists, it is significant and direct ($r_{xy} = 0.359$, $p \leq 0.01$). This was done through the analysis of quantitative statistics and the whole set of sources involved.

Thus, with the help of the comparison strategy it was stated that the reference control and experimental groups have significantly different meanings and distribution of characteristics of the leadership position. The identified qualitative and quantitative differences became the basis of the formative strategy, the main task of which was to approximate the indicators of EG members to the indicators of the participants of the CG-reference, i.e. the restoration of psychosomatic health.

Discussion of results. The formation of a leadership position in students during the educational process in higher education institutions in the context of distance learning will be most effective, subject to the following pedagogical conditions:

- involvement of students in practical, independent activities that involve the use of organizational, communicative, cognitive, reflective skills and determines the manifestation of their leadership position;
- modeling of professionally-oriented tasks that require students to choose the best ways of leadership in situations of dialogic and group interaction;
- education of values to the leadership position in extracurricular and classroom work.

These pedagogical conditions are a single complex, because they are interconnected and complementary. These pedagogical conditions should be applied from the first year throughout the educational process in higher education institutions in the context of distance learning. Since in the light of existing trends in social development the problem is not technology and technology itself, but their compliance with the needs of mankind, the problem of the human factor, human resources comes to the fore, which requires strengthening humanitarian, especially psychological and pedagogical training in higher education institutions, especially in the context of distance learning.

Conclusions. Thus, the technology of formation of managerial skills in distance

learning is a purposeful step-by-step process, a set of conditions, methods and tools which allows to achieve the goal of developing leadership potential of students.

The implementation of this technology in the educational process is a continuous step-by-step process carried out in lectures and practical classes, involves various forms of learning (individual, group, collective) and the use of various active learning methods (practical exercises, specific situations, discussion, business and role games). The technology implements a set of selected psychological and pedagogical conditions, working out all the structural components of managerial skills, using elements of real professional activity of students.

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FORMATION OF FOREIGN LANGUAGE COMPETENCE IN SCIENTIFIC AND PROFESSIONAL FIELDS OF ACTIVITIES OF EDUCATORS

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Annotation. Professional competence as a factor of psychological, didactic and methodological competence of students in postgraduate and doctoral studies is considered. Emphasis is placed on the defined psychological and pedagogical approach in substantiating the concepts of "competence" and "competence", as well as on the formation of foreign language competencies of the graduate student. It is determined that the main professional competencies include general cultural, general professional and professional competencies of foreign language competence according to the state standard. Professional competence includes a set of five aspects of work: pedagogical communication; pedagogical interaction; the person of the graduate student; training (education); upbringing as the ability to bring up, etc. Some competencies according to foreign language concepts regarding the state standard are presented.

Keywords: competence, general cultural, professional and philological competences, state standard, higher professional education.

Formulation of the problem. Knowledge of foreign languages as a means of social communication is an integral part of the social development of our time. The current economic situation in Ukraine and its favorable location in the vicinity of the European Union contribute to the fact that the process of integration into Europe is relevant today, and require knowledge of foreign languages as a mandatory component of higher education. That is why the quality of education of a modern graduate student as a future specialist is related to the need to master foreign languages, which will promote the mobility of Ukrainian students in Europe and must comply with international standards on the core competencies of a highly qualified specialist.

The peculiarity of reforming higher education institutions (HEIs) in Ukraine is the involvement of the educational process in the conditions of the state standard and the introduction of credit-module learning technologies aimed at providing opportunities for future scientists to become subjects of educational activities, reveal their creative potential, develop activity, independence and responsibility. In the context of educational changes in the Free Economic Zone, much attention is now paid to the formation of

professional competence in graduate students during their studies.

Analysis of recent research and publications. In the conditions of competitiveness offered by the European market in the formation of the Ukrainian labor specialist, in particular the pedagogical profile, it is important to form professional competence of graduate students in the process of studying in the Free Economic Zone. The psychological and pedagogical aspect of the training of this specialist is based on the views of such scientists as G. Moskovits, R. Oxford, R. Scarzella, I. Stevik, E. Theroni, D. Yul, for whom it is important to change the emphasis on the requirements of professional care for the future. scientist from the formal factors of qualification and education to the formation of his value orientations and personality traits [1 - 6].

The basic directions of development of various aspects of this problem are reflected in researches in which questions of training of students are considered (G. Akinar, O. Anishchenko, V. Bykov, C. Bruce, R. Gurevich, V. Zibrova, M. Kademiya, V. Klochko, L. Konoshevsky, O. Padalka, L. Panchenko, L. Petukhova, N. Soroko, O. Spirin, T. Hapke, etc.), future scientist-translator (Yu. Askerko, T. Gudkova, T. Lukina).

As you know, so far have not found sufficient reflection in theoretical and practical research issues that reveal a holistic approach to the development of students - future professionals of foreign language competence in the context of modern strategies for modernization of higher professional education. The educational approach is dominated by the educational and environmental approach in the development of information culture and certain elements of foreign language competence of graduate students.

The purpose of the article is to substantiate the psychological and pedagogical approach in the conditions of formation of foreign language competence of postgraduate students in ZVO. The main task is to reveal the professional competencies of future translators in regulating the internal redistribution of values in higher education.

Presenting main material. Value theory is based on the emphasis on personal self-development as a concept of self-awareness, in which the individual recognizes the requirements of the state standard in terms of credit-module innovations, transforms them to himself, adequately to the level of consciousness, needs and abilities. That is why we consider self-development as a conscious process of forming the skills of a specialist, his individual characterological style, self-education and self-improvement, as well as purposeful, motivational, free choice and initiation of providing levels of professional competence. In this case, the concepts of "qualification" and "competence" are identical.

Competence is the availability of knowledge, experience and skills necessary for effective activity in a given subject area. Competence is a character trait of a person who has comprehensive knowledge in any field and an authoritative position in making important decisions [3, 5].

Foreign language competence is the ability of students to correctly (according to the state standard) to correlate relevant language features in certain conditions and situations of communication, willingness to use different speech tools within the scientific paradigm, as well as to accept the culture and literary heritage of ethnological language.

mastering both the Ukrainian language and the language of other nations [2, 4].

The state standard is a set of requirements obligatory at realization of the basic educational programs of initial general, basic general, average (full) general, initial professional, secondary professional and higher professional education by the educational institutions having the state accreditation. It ensures the unity of the educational space in Ukraine and the continuity of the main educational programs of primary general, basic general, secondary (complete) general, primary vocational, secondary vocational and higher vocational education.

Each standard includes three types of requirements [5]:

- requirements to the structure of basic educational programs, including requirements to the ratio of parts of the basic educational program and their volume, as well as the ratio of the mandatory part of the basic educational program and the part formed by the participants of the educational process;

- requirements for the conditions of implementation of basic educational programs, including personnel, financial, logistical and other conditions;

- requirements for the results of mastering the basic curricula.

In addition, the state standard establishes the procedure for admission, admission and training of scientific and pedagogical personnel through postgraduate (postgraduate) and doctoral studies at the University (ZVO), certification of graduates of the degree of Doctor of Philosophy (PhD) and Doctor of Science, appointment and monitoring of scientific work. managers and consultants, the distribution of tasks for the preparation of applicants between the structural units of the University, as well as the organization of work with applicants for higher education at the third (educational and scientific) and scientific levels of higher education at the University [5].

We will present some competencies according to foreign language concepts regarding the state standard.

General cultural competencies are defined as the ability to use the basics of philosophical, economic, legal knowledge in various spheres of life; ability to analyze the main stages and patterns of historical development of society to form a civic position; ability to communicate in Ukrainian and foreign languages to solve problems of interpersonal and intercultural interaction; ability to work in a team, tolerant of social, ethnic, religious and cultural differences; ability to self-organization and self-education; ability to use methods and means of foreign culture to ensure full-fledged social and professional activities; ability to use first aid techniques, methods of protection in emergency situations; ability to use the basic provisions and methods of social sciences and humanities in various spheres of life [6].

We consider general professional competencies as the ability to demonstrate an idea of the history, current state and prospects of foreign language development; knowledge of basic principles and concepts in the field of general linguistics; theory and history of the main language being studied; communication theory; knowledge of basic principles and concepts in the field of literary theory, history of domestic and world literature; ideas about different genres of literary and folklore texts; possession of basic skills of collecting

and analyzing linguistic and literary facts; philological analysis and interpretation of the text; fluency in the main language being studied, in its literary form, basic methods and techniques of different types of oral and written language; ability to solve standard tasks of professional activity on the basis of information and bibliographic culture with the use of information and communication technologies and taking into account the basic requirements of information security [1, 4].

Professional competencies reflect the ability to apply the acquired knowledge in the field of theory and history of the main language and literature being studied; theory of communication, philological analysis and interpretation of the text in their own research activities; possession of skills of preparation of scientific reviews, annotations, compilation of abstracts and bibliographies on the research topic; ability to conduct classes and extracurricular activities in Ukrainian and foreign languages and literature in general and professional educational organizations; ability to prepare teaching materials for classes and extracurricular activities based on existing methods; possession of basic skills of creation on the basis of standard methods and current standards of different types of texts; possession of basic skills of refining and processing different types of texts; mastery of translation skills of different types of texts; possession of skills of participation in the development and implementation of various types of projects [3, 6].

O. Markova considers professional competence as a set of five aspects of labor activity: pedagogical communication; pedagogical activity; the person of the teacher; learning (ability to learn); upbringing as the ability to educate. In the middle of each block there are objectively such factors [3, p. 50]:

- professional and psychological positions (self-esteem, awareness of the essence of their work);
- psychological features related to the cognitive (pedagogical thinking, reflection, self-assessment, observation) and motivational (motives, goals, interests) areas;
- pedagogical knowledge and skills (actions performed at a sufficiently high level).

Thus, the psychological and pedagogical approach is determined by professional competence in terms of determining the personal characteristics of the teacher as a form of activity, covering its effective pedagogical component.

Professional and pedagogical competence should be considered as a set of professional skills of the master as a subject of pedagogical influence in the structure of scientific and practical knowledge in order to most effectively solve the tasks. In this aspect, the following components of pedagogical competence are distinguished [2, 3]:

- autopsychological competence in disclosing the methods of achievements and shortcomings of personal activity;
- methodological competence in ways of forming knowledge and skills of graduate students;
- special and professional competence based on the disciplines taught;
- differential psychological competence in terms of reflecting the motives and abilities of personal orientation of future scientists;
- socio-psychological competence in communication [1].

Autopsychological competence permeates the varieties of all components, while socio-psychological reflects the relationship between cultural and professional competencies [4, p. 130]. General cultural competence, in turn, consists of communicative, cognitive and interactive components of the formation of general professional competence in future teachers (see Fig. 1). Communicative components can be understood as the formation of knowledge about ways of orientation in different situations, free possession of verbal and nonverbal means of communication and so on. The cognitive components include the ability to form a picture of the world, stereotypes, images and relate them to a system of principles, concepts, laws, formed on the basis of the synthesis of scientific knowledge. Interactive components require skills related to the establishment of productive pedagogical interaction, the most expressive form of which is cooperation, the creative process. All components reveal the future teacher as a professional, and the graduate student - as a person.

Psychological components are revealed in features of knowledge of communicative strategies, reflection of the reached level of professional development and reflection of quality of results of realization of pedagogical activity. Didactic components are presented in the form of methodological, psychological and pedagogical knowledge and skills in teaching disciplines. Methodical components provide the ability to design the educational process and the ability to creatively solve pedagogical problems, etc. [3].

However, a high level of professional competence depends on the specific features of the emotional, volitional and cognitive spheres, temperament and character of the individual.

That is why foreign language competencies should be defined as narrowly specialized pedagogical competencies that need to be formed by a translator-scientist without defining and specifying the language and literature that he will teach in the future. We will consider these competencies more broadly than I. Treshin, taking into account the communicative competencies in the field of native and foreign languages, which are related to linguistic (lexical, phonetic, spelling skills, grammar); socio-cultural (knowledge of the native country and the country whose language is studied, norms of behavior and culture); discursive (ability to logically build communication); strategic (ability to predict difficulties in communication) competencies [4].

An important criterion for the formation of foreign language competence of graduate students in the Free Economic Zone is the introduction of innovative technologies. Innovative educational technology is based on a dialogical approach that determines the subject-subject interaction and increase the degree of freedom of participants in the educational process. Cooperation and co-creation of technologies of this type allow the rejection of mentoring dictates and the approval of another type of relationship: joint search, principled but friendly joint analysis of results, collective search and analysis of miscalculations, etc. Community in the process does not mean renunciation of independence.

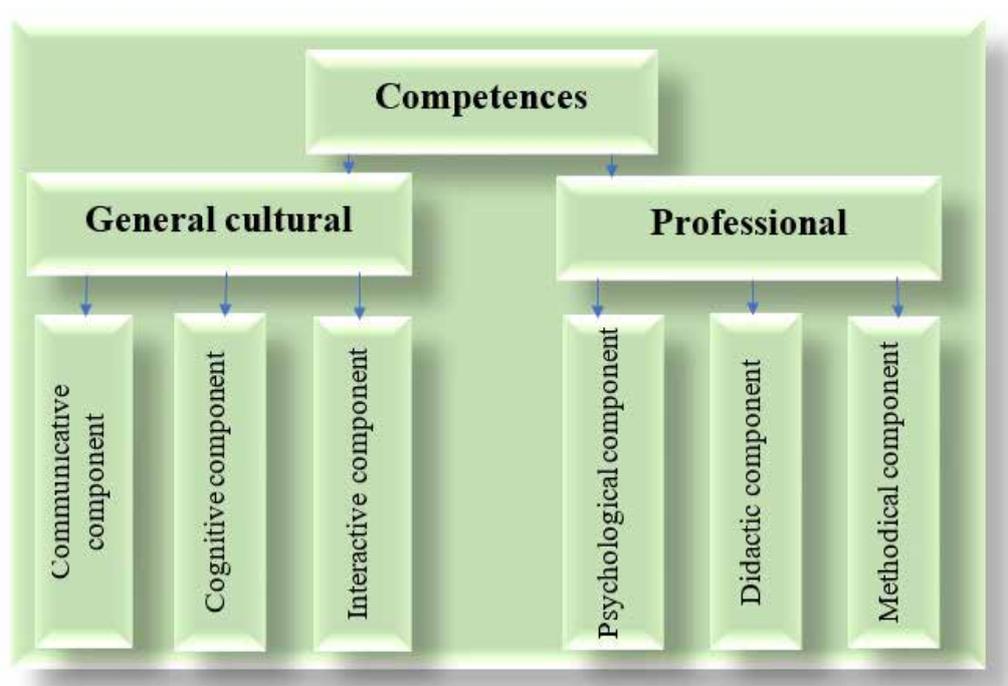


Fig. 1. Professional and pedagogical structure of foreign language competence of graduate students

Innovative educational technologies allow graduate students to "immerse themselves" in such situations of pedagogical interaction, in which the relevant subjective qualities are intensively developed, and then implemented in professional activities. The student acts not only as an object of pedagogical action, but also as a subject of his own activity.

Psychological mechanisms of game technologies are based on the fundamental needs of the individual in self-expression, self-affirmation, self-determination, self-regulation, self-realization, so they are a powerful educational tool for developing the subjectivity of the future translator. Didactic games have significant potential in forming a focus on creativity. This is due to the very nature of the game activity, its features such as active, improvisational nature, the presence of direct or indirect rules that reflect the content of the game, its emotional component.

Thus, training technologies are a system of activities of students to develop certain algorithms for solving typical problems of practice, including with the help of Internet technologies. Reflection technologies are aimed at developing the creative potential of the future translator, which means not only the ability to create translation innovations, but also a unique ability to be creative about themselves, their work, clients, to solve various problems and life in general.

An important step in the development of competency-based professional development is the study of a foreign language. Every foreign language lesson is a

crossroads of cultures, a practice of intercultural communication. The foreign language mastered by students not only acquaints with the culture of the countries of the language being studied, but also by comparison shades the features of their national culture, acquaints with universal values.

One of the means of assessing student performance is to create a portfolio of students who study a professionally oriented English language course.

The portfolio methodology developed by us is at the same time the form, organization and technology of work on the discipline and is designed to demonstrate, analyze and evaluate knowledge, skills, competencies, reflection, students' awareness of the results of their activities, their own subjective position. This method allows you to demonstrate not only the results, but also the progress of each student in comparison with his previous results: "how much I am now better than yesterday."

The following methods were used in the formation of information competence of future scientists: visual (video materials, demonstration of multimedia presentations, interactive posters, diagrams, tables, diagrams, models; use of technical means; watching movies); practical (practical tasks; trainings; analysis and solution of problem situations; project method); as the cognitive activity of students intensifies (problematic; partial search; research); by the logic of the approach (deductive; analytical; synthetic). Thus, the method of problem-based teaching in teaching was used in setting problem problems, performing project problem cognitive tasks, presentations, compiling a glossary, and so on.

The application of such a psychological and pedagogical approach in the formation of foreign language competence of graduate students in the Free Economic Zone was carried out during a comparative pedagogical experiment. To compare the results of the experimental work, five experimental groups were created: EG-1 consisted of 97 people, EG-2 - 95 people, EG-3 - 99 people, KG-1 - 93 people, KG-2 - 105 people. The experimental work was carried out in three stages.

Methods of psychological and pedagogical research meet the requirements of complexity, among them are: general theoretical, reflecting the principles of systematics (comparative analysis of philosophical, psychological and pedagogical, scientific and methodological literature on the research topic); content analysis; generalization of domestic and foreign pedagogical experience; study of regulatory documentation that reveals aspects of the problem; empirical and diagnostic, based on the principles of adequacy of the subject and the optimal selection of diagnostic tools for evaluating psychological and pedagogical experiment (questionnaire, testing, pedagogical observation, interviews, surveys, testing, reflective assessment procedures, analysis of the results of educational subjects, pedagogical experience is formed related to the implementation of the methodological system of formation of philological competence of masters of philology); statistical methods of measurement and mathematical processing of experimental data (ranking, quantitative processing, qualitative analysis of results: Pearson's criterion χ^2).

Experimental work was carried out on the basis of Vinnytsia State Pedagogical University named after Mykhailo Kotsyubynsky in the period from 2019 to 2021. 439

students and 23 teachers of general professional disciplines took part in the experimental work.

At the first stage (2018-2019 academic year) a confirmatory pedagogical experiment was carried out to determine the initial levels of formation of foreign language competence of future scientists participating in the study.

At the second stage (2019-2020 academic year) a formative pedagogical experiment was carried out, in which the effectiveness and manufacturability of the formulated foreign language competencies in the professional training of graduate students were tested.

At the third stage (2020-2021 AD) interpreted the results of the study, formulated conclusions about the effectiveness and manufacturability of the psychological approach in the professional training of translators.

The analysis of the data obtained in the pre-experimental section of the psychological-pedagogical experiment (Fig. 2) allows us to record with sufficient confidence the predominance of low and medium levels of formation of foreign language competence of students.

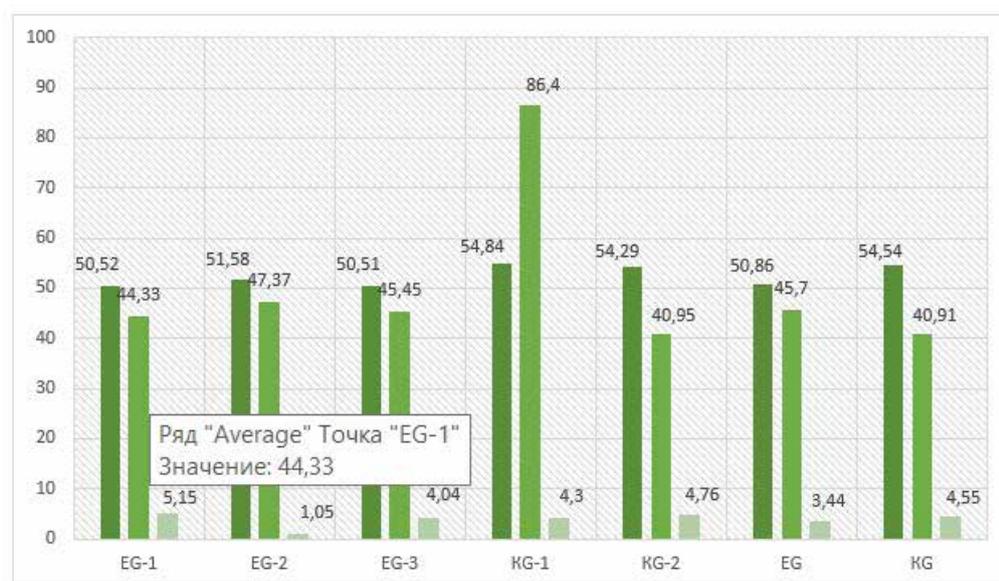


Fig. 2. Assessment of the levels of formation of foreign language competence of graduate students on the pre-experimental section

Pearson's test, at significance levels of 0.01 and 0.05, confirmed that there were no statistically significant differences between the experimental groups in the formation of the initial values of the level of foreign language competence of graduate students in professional training, as all calculated values are less critical. Which gives grounds to conclude about the homogeneity of control and experimental groups at the statement

stage of the experiment.

Diagnosis of the level of formation of foreign language competence of graduate students at the final stage of the psychological and pedagogical experiment was carried out in the autumn of 2021 (Fig. 3).

In experimental work, in experimental groups, the share of respondents with an average of 22% having a low level of foreign language competence of masters decreased and the share of those with a high level increased by 22%. The average level of foreign language competence of students at the third (educational and scientific) level of higher education due to their transition from low to medium, and from medium to high, remained almost unchanged.

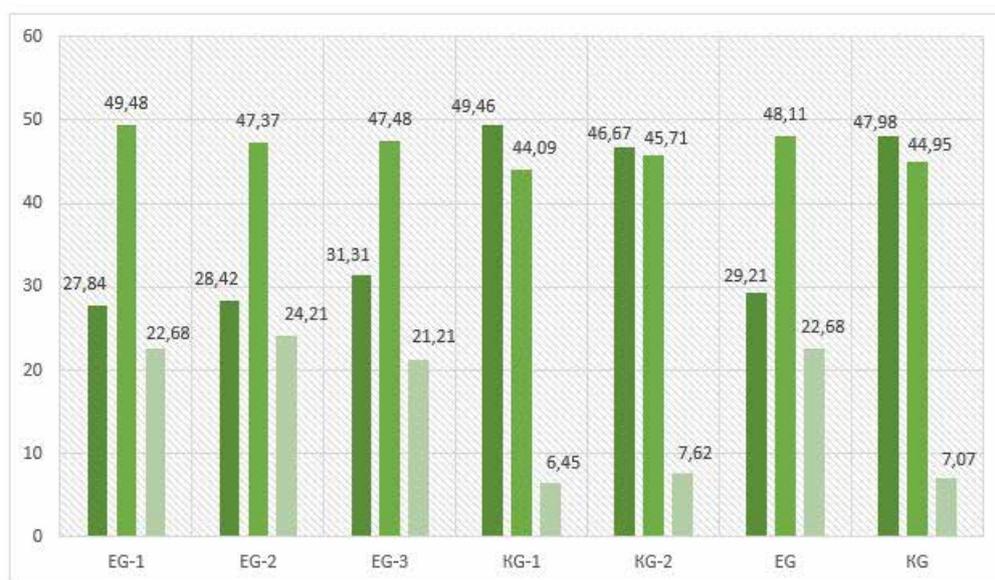


Fig. 3. Assessment of the levels of foreign language competence of graduate students at the final stage of the pedagogical experiment

Criterion Pearson, at significance levels of 0.01 and 0.05 confirmed that between the research groups there are statistically significant differences in the formation of values of the level of foreign language competence of graduate students in professional training (therefore, the "null hypothesis" is rejected), since all calculated values are $\chi^2_{(empir.)} > \chi^2_{(crit.)}$, which gives grounds to accept an alternative hypothesis H_0 and the conclusion is made: the implementation of a set of psychological and pedagogical conditions is not an accidental phenomenon of changes in the level of foreign language competence of future scientists in the professional training of experimental groups at the final stage of the experiment.

Thus, the method of preparation for the implementation of such an approach in the educational process, based on the requirements of State standards of philological

education, regulatory requirements for professional activities of future scientists, with the requirements of integrity, openness, prospects, adequacy of methodological system, interdisciplinary integration of educational content. , modularity, stages of formation of foreign language competence of graduate students, humanistic orientation and dialogicity, we consider professional competence training of future translators at the classical university.

Directly to foreign language competencies should include methodological competencies, which include methodological knowledge, skills and abilities (ability to determine the ultimate and intermediate goals, plan, conduct and analyze classes, establish and implement interdisciplinary links with the disciplines of language, literature, psychology and psychology. etc. All these competencies form the professional competence of the future scientist.

Conclusions. Thus, the stability of foreign language competence is characterized by the formation of individual pedagogical skills and abilities that have pronounced staging. The essence of pedagogical skills is based on the unity of theoretical and practical training, the possibility of skills development by automating individual actions, their multilevel nature (from reproductive to creative).

It is proved that the priority use in the psychological and pedagogical component of the methodological system of active and interactive methods of forming foreign language competence of future scientists with the help of modern teaching aids creates conditions for personal growth and experience in solving organizational problems of translators. Peculiarities of professional training of postgraduate students in the conditions of preparation in classical university are reflected in the designed psychological and pedagogical conditions of formation of foreign language competence of postgraduate students.

Professional pedagogical competence of students at the third (educational-scientific) and scientific levels of higher education should be formed in higher education, but its further level can increase only in the process of pedagogical activity with the use of innovative technologies, as required by modern changes in education. Its structure in the status of a teacher of free economic education should be considered as the sum of psychological, didactic and methodological components that are interconnected. However, the structure of professional and pedagogical competence of a translator, a future scientist, should include philological (foreign language) competencies, which are related to the basic professional skills and abilities that need to be formed in a modern specialist of the highest grade.

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PHILOSOPHY AND THEOLOGY

INSTRUMENTAL VALUE OF DIALOGUE IN THE CONTEXT OF CULTURAL INTERACTION

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Annotation. *The article demonstrates that dialogue as a special form of communication allows revealing the meanings of cultures during their interaction. Through dialogue questions, cultural subjects clarify what is valuable to a particular culture. In addition, through the exchange of meanings in the dialogue between the subjects of cultures, depending on their intentions, new meanings may be emerging. These new meanings ensure the existence of individual cultures and cultures in general.*

Keywords: *dialogue, dialogicity, dialogue of cultures, meaning, values, axiological sphere, communication, converse.*

The problem formulation. The concept of "dialogue" has become the subject of philosophical research in the XX century. At the same time, throughout the history of philosophy, dialogue has been used as a methodological principle of thinking. This is evidenced by the texts of the ancient Indian Upanishads and ancient Egyptian papyri. Philosophers of the last century have criticized the monologism of transcendentalism and claimed the heterogeneity of the subject of knowledge. Thus, they deepen the understanding of the importance of dialogue. Dialogue is now not only a way of knowing, but also a part of a person's existence due to his natural ability to talk meaningfully, his need for communication, his ability to empathize and self-knowledge through communication with the Other. In this context, it is worth mentioning, first of all, M. Scheler's "phenomenology of sympathy"; E. Husserl's attempts to solve the problem of "intersubjectivity" and "life world"; "We-relations" and "they-relations" A. Schutz; "Other" as a guarantor of own "Self" E. Levinas'.

Emphasis should also be placed on the search for spiritual integrity lost as a result of historical collisions, which prompted existentialist philosophers - G. Marcel, M. Heidegger - to study man through attitude to others as subjects with a new status of interlocutor (there is a guide - interlocutor is not an object). A person begins to be understood as one who is in a constant state of "appeal-dialogue" with interlocutors and with the world.

Analysis of recent researches and publications. Peculiarities of dialogue are beginning to be studied through its conceptualization in various studies in anthropology (L. Feuerbach) and anthropology of language (W. Humboldt); in semiotics (O. Lokshin,

Y. Lotman); in hermeneutics (G. Gadamer, M. Heidegger, P. Reeker); in communications (K.-O. Apel, I. Habermas, F. Rosenzweig); in religion (F. Ebner, S. Kierkegaard, B. Jacobi). The classics of dialogic philosophy as a theory of humanities are M. Bakhtin, M. Buber, W. Bibler.

The purpose of the article is to substantiate the instrumental value of dialogue in the context of interaction of cultures and its meaning-making potential.

Main material presenting. If we give a fairly generalized description of the above research, various scholars try not to deviate from the etymological meaning of the concept in their explanations of the essence of dialogue. "Dialogue" is a word of foreign origin, which consists of the prefix "dia" [Greek. dia - through], which means through movement, separation, strengthening, completeness, and parts of complex words "log" [Greek. logos - word, thought], which corresponds to the concepts of "word", "language". Literally translated from Greek, dialogue [dialogos] means conversation, converse [9, p. 233]. Word-forming analysis highlights the main special features of dialogue: end-to-end movement, separation, reinforcement, completeness. It follows from the semantics of the concept that dialogue can only concern the human world, is an integral and unique feature of social nature.

Dialogue - related to the word - served to improve understanding, mutual understanding, communication or converse. Dialogue - associated with movement, completeness, strengthening - became a methodological principle of cognition. However, it should be emphasized that dialogue is also an activity. We can even say that dialogue is the most productive form of activity. This is often equated with a particular art form. Because in the dialogue it is important to choose the right arguments, to avoid repetition, to adhere to certain ethical principles regarding the interlocutor. The product of dialogical art is the development of new meanings. This assumption connects the concept of "dialogue" with culture and encourages us to consider it from the standpoint of cultural activities, in particular in terms of culture's self-concentrations.

Each culture uses in its life not only tools, technological advances, formed through the logos in particular, but also improved conversational form - dialogue. The correct application of this form leads to the transformation of being. For each culture, dialogue has become a way of transmitting knowledge, a method of finding truth, a way of revelation, a principle of systematization, and so on.

Historically, culture has been a place of origin and preservation of dialogue as an activity - a certain way of thinking and forms of communication, creativity, learning, revelation, philosophical research. The existence of culture, whatever definition we take into account, is connected with the process of dialogicity - a certain model of attitude that was formed under the influence of socio-cultural factors and played a significant role in further cultural transformations. In the end, culturologists and philosophers of the XX century came to the conclusion that without dialogue, culture can no longer exist fully, and therefore - not be closed, capable of development.

The reason for this was the transformations that took place in the last century. On the one hand, national cultures are aware of their resourceful ability to survive alone without

alliances and associations that encourage dialogue. On the other hand, isolation led the culture to "extinction." Although culture can develop internally, enriching itself with new creations, without dialogue with other cultures at some point it ceases to interact with its meanings. And on a global scale, culture is a place where the unity of past, present and future is possible through dialogue, because dialogue was the only way to give birth to something new.

The idea of the kinship of dialogue and culture was best revealed by W. Bibler in his concept of "dialogics": "... the concept of dialogue is based on the dialogue of cultures when logics do not just argue with each other, but in this dispute of logics there is a dispute between different cultures, different forms of human self-determination, different forms of discovering possible existence" [1]. In today's world, one cannot exist without the other, and the values of different cultures can be manifested, even at the level of one individual. Everyone can enter into a dialogue of the logics of different cultures, but each culture can have a dialogue through the people who represent it.

Dialogicity not only determines the ontological state of culture, but also is its value component. The essence of this value component is the ability of culture to be a being of possibilities. In addition, cultures itself has the property not only of being open to others; of being read through the text; cultures have their origins and are ready for change for fear of being forgotten, but cultures are also realized in constant openness to new opportunities. In this context, dialogue serves as a regulator of the coexistence of cultures that interact, overcome conflicts, and expand their own cultural competence through special communication.

The existence of culture "on the eve of the XXI century" W. Bibler cannot imagine without dialogue between cultures. And this, in turn, shows that the dialogue of cultures is not just a form of interaction or relationship - it appears as a special logic of the possibility of cultures to emerge in a new way each time; to reveal new meanings regardless of historical antiquity; keep its own dominant idea. This understanding of dialogue of cultures became possible and emerged only in the twentieth century. This understanding causes significant changes in the perception of culture itself: there is a "gap" between the phenomena of culture and the phenomena of education and civilization; the immersion of culture "in the epicenter of human existence" was traced; typologically different cultures began to be "involved" in the common spiritual and temporal space, to be wonderfully and painfully connected with each other; ... "complement",... exclude and anticipate each other".

It should be emphasized that the need to talk about dialogue of cultures arises due to changes in perceived cultures. These changes have been led by various historical factors that have led to shifts in human consciousness. The crisis in perceived culture was due to historical circumstances: war, guilt, resentment and suffering. This crisis was characterized by the devaluation of the meaning-making and value principles of culture. The mentioned crisis was stated and intensified by the philosophical literature of the turn of the XIX-XX centuries.

Existentialist philosophers, in search of meaning, emphasize its loss. And

phenomenologists, reflecting on the phenomenon of "loss of meaning", point to the destruction of the foundations of human existence. That is, a situation where the value component of human existence and culture is lost. In scientific circles, cultures cease to be identified by their values (except among the representatives of the Marburg and Baden schools - P. Natorp, G. Windelband, G. Rickert, who studied culture through axiology), which are stiffen in the forms of civilization. As W. Ern noted, catalogs of values "encroach on the soul of culture." Instead, for philosophers-dialogists, culture itself becomes a form of human historical existence that does not disappear with the civilization that gave rise to it. Culture becomes an experience of human existence full of universal meaning. That is, culture is "my being", which is both separated from me and embodied in the work, so it appeals to others.

Culture becomes a subject of open communication, a sphere of works, a separate logic, which is concerned about its disappearance and has certain "gaps" for further discovery. Dialogue is an activity that almost every culture aspires to, it is something that is worthy of the desire of every representative of a culture. The only exceptions are some non-contact tribes, which still remain isolated from the rest of the world.

In other words, dialogue of cultures becomes a value that using values and in turn leads to other values (ethics of dialogue). It is worth noting that we understand values as what are worthy of our desires. Similarly, as G. Joas defines in his article "Cultural values of Europe" values are "emotionally strong assimilated ideas about what is worthy of desire" [2, p.11]. In this case, the transition from the semiotic sphere to the axiological sphere of dialogue of cultures seems important. Dialogue of cultures in general can be a value of cultures of the XX-XXI century and is a tool for achieving desires, governed by ethical values, able to develop and preserve universal values.

Therefore, the axiological sphere of dialogue of cultures is seen, first, in its instrumental significance to promote interaction between cultures, by the way of developing new meanings. Secondly, the dialogue of cultures, based on a number of ethical values, can be a major factor in ensuring productive communication between different cultures. Third, the axiological sphere of dialogue of cultures is manifested in its ability to take into account existing values in the process of cultural interactions, to develop common values of dialogue participants and to provide certain benefits for cultures. In this article, we will reveal the topic of the instrumental significance of dialogue for the development of new meanings. Because the other two aspects of the dialogue of cultures in the axiological sphere, we described in the article "Dialogue of cultures as a dialogue of values" [3].

The interaction of different cultures does not go unnoticed for individuals representing a particular culture. The German cultural historian I. Herder saw the interaction of cultures as the only way to preserve cultural diversity. And the modern researcher I. Shulyakov notes that the mechanism of interaction of cultures occurs in two ways. The meaning of the first way is direct interaction - cultures interact with each other at the level of language, through communication. The meaning of the second is in indirect interaction, when dialogical interactions take place within culture, between its

own structures.

Communication through social networks of representatives of different cultures, or acquaintance with culture during tourism can to some extent be called interaction between cultures. However, such interactions are unlikely to affect the deepening, development or change of essential components of culture: worldview components (ideas, knowledge and beliefs), language, values, patterns of behavior (traditions, customs and rituals). Such interactions do not have such a purpose. The need to develop, deepen or change the essential components of culture may arise in some cases. Namely, when it comes to, for example, about the needing for one culture to adapt to another.

Then, dialogue will serve as an instrumental value to achieve mutual understanding in order to transform - to establish relationships between one people and another. The need for such international relations usually arises from the need for assistance. Therefore, sometimes it is necessary to make forced borrowings from other cultures: to adapt the ideas, traditions, technologies of the "donor culture" for the continued existence of the "recipient culture". Dialogue in such cases is able to promote the effectiveness of interactions in order to better understand the interaction of cultures, which occurs in different areas: ideological, economic, social, psychological, and so on.

Also, free dialogue between cultures in its various spheres is important. Such interactions can be very effective and extremely productive. Because new common meanings may emerge between the parties entering the conversation in order to exchange meanings. The interaction between subjects of cultures is important for this. As P. Reeker noted: "speaking subjects use the resources of meaning and reference to what is being said to share their experiences in the interview situation"; "the situation of the interview has the value of the event only in the sense that the authors of the statement determined through the act of speech their experience of the world, their view of the world, which someone else cannot replace" [6, p.62-63]. At the same time, emotional experiences go beyond language objectifications. "Human corporeality and the physical corporeality of things go beyond the information and technical relationship between those who perceive information and its carriers. The experience of reality that a dialogue gives is much deeper and more open than the experience of a simple message [about reality]" [7, p.258].

The development of common meanings can promote interaction more than the usual intercultural exchange of works of art, literature, music or technology. According to M. Bakhtin, thanks to dialogue one can discover one's own culture in a new way. As F. Dostoevsky's characters are constantly in the present ("here-and-now"), being in culture is an attempt to relive all its epochs here and now. New archeological finds, discoveries of new texts, alternative translations and historical reconstructions are designed not only to expand the knowledge base of material objects, but also to make adjustments to semantic concepts and require their substantial restructuring. "A certain culture reveals itself more fully and deeply only in the eyes of another culture. One meaning reveals its depths, meeting and confronting another, alien content, between them begins as if a dialogue that overcomes the isolation and one-sidedness of these meanings, these cultures. In such a dialogical "meeting" of two cultures, they do not merge and do not mix, but they

are mutually enriched "[8, p. 354].

Important in this context is the role of those who perceive all these objects of spiritual and material culture, because it is through the subject of perception is "linking" all possible meanings of cultural objects in a single semantic field. Meaning is best gained through the answer to the question. And, accordingly, what is devoid of questions is devoid of meaning. In general, "meaning" is a rather multivariate concept, because it refers to the multiplicity of ways in which people master the world and information communication between people. The significance of meaning can be interpreted depending on the way of human activity. Dialogue as an interaction of meanings is important to consider in terms of its significance for the subjects of communication. What is meant is not the benefit or satisfaction because of dialogue, not the achievement of a goal or truth in dialogue, but the significance (value) of the dialogue itself for the subjects of cultural interactions.

The Council of Europe has formulated the aim of intercultural dialogue in the following terms: to share the worldview, to understand and learn from those who see the world differently than we do; identify common and different between different cultural traditions and ways of perception; to reach consensus, not to resolve disputes by violence; to help manage cultural differences in a democratic way, to adjust all types of existing social and political mechanisms if necessary; "build bridges" between those who see differences as a threat, or ways to enrichment; develop new projects and share best practices in intercultural dialogue, democratic governance of social diversity and the promotion of social cohesion [4]. As we can see, dialogue is given the place of a practical regulator of intercultural behavior in interactions with other cultures, overcoming intercultural contradictions. In our opinion, such a vision somewhat simplifies dialogue possibilities, because it can be a form of conversation that generates new cultural meanings.

The meanings of one culture are in constant dialogue with the meanings of another culture. This protects cultures from isolation and one-sidedness. New semantic horizons open up through asking questions and trying to answer in the process of dialogue between two cultures. Such dialogical relations not only contribute to the creative cognition of another culture, but also give the culture the opportunity to preserve its identity, unity and openness. As the current researcher O. Buchkovska notes: "Such an understanding of intercultural dialogue, which is a need of our time and a cornerstone of democracies, will create conditions for preserving identity and revival of cultures, prevent their unification, promote information-communicative and socio-cultural environment based on constructive approach" [5, p. 199].

The international dialogue of cultures contributes to the building of relations between peoples and provides an opportunity to better understand the models of their national identity. Modern researcher of cultural interactions N. Koksharov, gives an example of specific influences of elements of one culture on another through dialogue between them, which leads to convergence and interaction of certain cultural models of East and West. The researcher notes that the dialogical development of the concept of "culture" must be part of the international dialogue of cultures. To achieve this requires not only

good will, but also cross-cultural awareness. This awareness involves understanding the cultures of other peoples through awareness of their differences in ideas, traditions and customs from "their" culture and the opportunity to see common ground. But to see the differences of another culture, you need to understand your own. Intercultural dialogue leads to cultural development and enrichment through other cultural experiences. This is happening both within the framework of human self-preservation and on the scale of world culture.

According to UNESCO, dialogue is a process that takes place within and at the crossroads of civilizations, based on a common desire to learn, discover, notice and bring different approaches together. Civilizations should not be seen as hostile to each other, as they interact through individual subjects. The success of this interaction depends on the desire of each of the subjects to enter into a dialogue with each other. Dialogue in this context is an instrument of interaction. Often in the scientific literature there is a statement that dialogue allows to achieve knowledge of other civilizations. However, with regard to civilizations, it can be said that dialogue allows civilizations to interact, but their knowledge is due to the interaction of subjects.

Conclusions. Thus, intercultural dialogue is important in the context of the interaction not only of historical types of cultures, but also of nations and civilizations, acting as the main means of overcoming conflicts. Many modern researchers consider dialogue, first, as a method of establishing relations between peoples and ethnic groups; secondly, as a way of coexistence of subcultures; thirdly, as an optimal form of interaction that allows taking into account the interests of each society, state and the world community as a whole.

In a broad sense, dialogic interactions between cultures are the exchange of meanings of one culture with the meanings of another. These are activities that become a value for cultures in the XX - XXI century. Awareness of dialogue as an instrumental value that deepens interactions between cultures seems important today due to the spread of different types of interactions. Although very often these interactions can be described as superficial - the automatic exchange of works of art, literature and more. Such interactions do not take into account the intentions and inclinations of those who perceive. In such a situation, only the appearance of cultural interactions is created, the existence of culture is not fully revealed, and culture is not replenished with new meanings.

During the dialogue, each culture asks new questions to another / foreign culture, which it has never asked itself. And this other / foreign culture "answers" these questions, opening its own new horizons and new depths of meaning. In this way, the external influence on culture is enhanced, due to which, for example, national culture develops and its spiritual potential increases.

Dialogue, which is represented by various forms of interaction and is a means to achieve certain values, over time, itself begins to be seen as a value. The subject of XXI century culture, which experiences its existence as a simultaneous existence at the intersection of many cultures, seeks dialogue. Life "at the crossroads" is not possible through the creation of a single denominator of civilization, metalanguage or metavalues.

As the history of Western culture shows, it is impossible for the bearers of a culture where human life is judged by other criteria to understand the values and way of life of people with liberal values. Therefore, the concept of multiculturalism remains a concept. Now there is a growing understanding that "barbarians need to be spoken to in a barbaric way." Life "at the intersection" of many cultures is possible through the development of new meanings through dialogical interactions of cultures, which is a condition for the existence of national cultures and world culture in general.

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HERMENEUTIC ANALYSIS OF THE SINS OF THE CLERGY IN INNOKENTY GIZEL'S TREATISE "PEACE WITH GOD TO MAN"

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Annotation. *The article deals with the sins of the clergy, the sensory perception and its role in the formation of a person's religious morality in the context of Innokenty Gizel's treatise "The piece with God on man". The interrelation of the sensory and rational perception of the person and their role in the formation of religious and social consciousness are considered. The purpose of the article is to expose the notion of sensory perception and its role in the formation of a person's religious morality in the context of the treatise "The piece with God on man".*

The general factors that shape the sensory perception, the religiosity of a person, which is internal and external, the concepts of memory, which play a significant role for human life and conscious perception of reality, are analyzed. The phenomenon of religiosity, which changes throughout life, is analyzed. Due to the method of analysis and generalization, conclusions about the sensory perception and its role in shaping the religious morality of a person are formed.

Keywords: *clergy, sensory cognition, sins, memory, general feeling, moral education, religiosity.*

Urgency of the research. Innokenty Gizel is one of the prominent Ukrainian church and cultural figures of the mid-17th century. Under the leadership of Innokenty Gizel and with his blessing, a number of important publications were published in the printing house of the Kyiv-Pechersk Monastery, which contributed to the improvement of church life. Among them is a voluminous treatise on moral theology "Peace with God to Man", which was published in 1669. Despite the fact that the work appeared more than three hundred and fifty years ago, its provisions have not lost their relevance, in particular on interpretations certain religious and moral issues.

The purpose and object of the article. The purpose of the article is to analyze basic sins of the clergy in Innokenty Gizel's treatise "The piece with God on man".

The problem development state. The treatise "Peace with God to Man" presents a picture of Ukrainian society in the mid-seventeenth century. Based on his realities, Innokenty Gizel describes the sins of different social classes, gives the clergy recommendations for the regulation of social relations and their improvement. At the heart of this relationship is the family, which concerns both the laity and the white clergy. Only members of the black clergy are outside it. Therefore, much attention is paid to family sins in the treatise "Peace with God to Man". Innokenty Gizel generally focuses on the patriarchal family, where the main role is played by the husband. But he is in favor of men treating their wives humanely, and harmonious relations prevail in the family. The main attention is paid to children, their upbringing, instilling in them good customs, faith in God.

The main summary. The main social force in the treatise "Peace with God to Man" is the Orthodox clergy. It is structured, divided into bishops and monks. The bulk is the white parish clergy. Innokenty Gizel, well aware of this environment, describes in detail the sins of the clergy. He seeks to improve the lives of the clergy, acting in the spirit of confessionalization. The elite segments of the population include lords, landowners who manage their farms. They have subjects, servants. The condition of the gentlemen is structured. At least in the treatise "Peace with God to man" we see the division into great lords and just gentlemen. Innokenty Gizel orients them on the humane treatment of his subjects, warns against sinful abuses. As for the servants, or slaves (mostly enslaved peasants), Innokenty Gizel orients them to a respectful attitude towards their masters, to the responsible performance of work. He is an opponent of riots, which he considers a sin.

The city, as follows from the treatise "Peace with God to man", occupied a prominent place in Ukrainian society. Innokenty Gizel was well versed in city life. He talks about different categories of the urban population, including merchants, artisans, judges, court clerks, doctors, pharmacists, etc., describes their specific sins. We are also talking about the sins of soldiers and close border guards and tax collectors (duties). Given the fact that at that time in Ukraine there were continuous wars, the population constantly had to deal with military people. Innokenty Gizel points to the numerous abuses committed by soldiers, calling such actions sinful. He hoped that the appropriate instructions would reduce the brutality of the military.

Innokenty Gizel, who played a leading role in the creation of the religious and ethical treatise "Peace with God to Man", was one of the prominent Orthodox church leaders of the period of confessionalization. In his person we have an intellectual who tried to establish the Baroque culture in the Ukrainian lands, promoting the interaction and synthesis of Eastern and Western religious and philosophical paradigms of thought. Continuing the affairs of Kyiv Metropolitan Petro Mohyla, he tried to organize church life, to strengthen church structures in Ukrainian society in the mid-seventeenth century. In the conditions when the Ukrainian lands were fought between Orthodox Muscovy, the Catholic Commonwealth and the Muslim Turkey and the Crimean Khanate, Innokenty Gizel, defending the interests of the Kyiv metropolitanate, especially the Kiev-Pechersk Lavra, was oriented to support the right of Ukraine. Hence the Muscovite nature of this figure, which found expression in the works, in particular in the treatise "Peace with God to Man" and "Synopsis", which were written under his leadership. At the same time, defending the interests of the Kyiv metropolitanate, Innokenty Gizel sought to preserve its autonomy and was one of the opponents of subordination to the Moscow Patriarchate.

In his treatise "Peace with God to Man", Innokenty Gizel gives a broad classification of sins as moral defects, which are interpreted from a theological point of view. Sins of a religious or purely ecclesiastical nature come to the fore. Then there are the sins of secular life, including family relationships, the activities of people of different castes and professions. It is worth noting that clearly distinguishing between religious and secular components in the interpretation of sins in the treatise "Peace with God to Man"

is generally problematic. Considering religious and ecclesiastical sins, Innokenty Gizel, despite his reference to the Bible and the works of the Church Fathers, relies on the realities of life in Ukraine at that time. In the analysis of universal (common) sins, he appeals not only to contemporary realities, but also to the church tradition, focuses on religious aspects.

Innokenty Gizel did not absolutize sins as moral transgressions. He noted that social circumstances in some cases force a person to act in a sinful manner. But such actions will not be a sin, or mitigate it. Sin can be "removed" through confession, repentance, and penance. Considering the question of confession and penance, pays much attention to psychological issues. He emphasizes that the penitent must realize that the cause of sin is in himself. The priest, who listens to the confession and imposes penance, must take into account the psychological aspects, determine whether it is sincere, carried out without coercion, or vice versa. In imposing penance, he must find the "golden mean" - not to make penance too heavy or too light, to be able to direct the thoughts of the penitent on the right path of correction. Repentance is interpreted not simply as confession, but a deep awareness of the wrongness of a sinful act and the penitent's desire not to commit such sinful acts.

The sins of a religious and ecclesiastical nature, quoted in the treatise "Peace with God to Man", mainly include sins against theological virtues, the Ten Commandments of the Church (the commandments of Moses), the Ten Commandments of the Church, sins that occur during the sacraments, and the game against Of the Holy Spirit. Despite their religious character, they still have fragments of a universal (general) nature, that is, they relate to both the clergy and the laity. Purely ecclesiastical sins include, first of all, sins that occur during the administration of church sacraments. We find many universal points in the Ten Church Commandments (the Decalogue of Moses) - the prohibition of murder, theft, perjury, and so on.

The description of sins of a religious and ecclesiastical nature (primarily sins against the Ten Commandments of the Church), instructions on their forgiveness were aimed at confessionalization, maximum involvement of the general population in church life, strengthening the role of the Orthodox Church in Ukrainian society. Universal sins as moral violations, which are quoted in the treatise "Peace with God to man", include the seven deadly major sins (pride, greed, impurity, gluttony, envy, anger and laziness), as well as sins that cry to heaven, and sins against merciful deeds. The greatest attention is paid to the seven deadly sins. The treatise deals in detail with these sins, their manifestations, as well as the consequences (fruits). In interpreting sins of a universal nature, Innokenty Gizel refers to biblical texts, as well as the works of the Church Fathers. However, he addresses the Ukrainian realities of the time, talks about current events and phenomena. Innokenty Gizel appears as a socially responsible theorist, showing sympathy for the poor when describing universal sins. In addition, it often makes it clear that many sins are inherent primarily in rich people.

The treatise "Peace with God to Man" depicts a picture of Ukrainian society of the early modern period. Innokenty Gizel assumed that the basis of social relations is the

family. In the treatise "Peace with God to Man" much attention is paid to family sins. Preferring a patriarchal family, he still advocated for the humane treatment of men and women, for harmonious moral relations. The treatise pays attention to children, their upbringing, instilling in them good customs, faith in God. The main social force in the treatise "Peace with God to Man" is the Orthodox clergy. It is structured, divided into bishops, monks. The bulk is the white parish clergy. The elite sections of the population in the treatise "Peace with God to Man" include landowners who manage their farms. They have subjects, servants, or slaves. The condition of the gentlemen is structured. Thus, in the treatise "Peace with God to Man" there are great lords and just ladies.

Judging by the treatise "Peace with God to Man", the city occupied a prominent place in the then Ukrainian society. Before the uprising led by Bohdan Khmelnytsky, slightly less than half of the total population lived in cities and towns. Innokenty Gizel talks about different categories of citizens, namely: merchants, artisans, judges, court clerks, doctors, pharmacists and more. In a separate group in the treatise "Peace with God to man" are soldiers and close border guards and tax collectors (duties). There were continuous wars in Ukraine at that time, so the population often had to face military people.

Innokenty Gizel was well acquainted with the life of the Ukrainian Orthodox clergy, the violations and flaws inherent in its environment. In describing the sins of the clergy, he relied mainly on the realities of his day. He realized that the clergy, under the influence of trade and market relations, increasingly began to "serve mammon". Innokenty Gizel describes the sins of the secular people separately for each state. He draws attention to the fact that the authorities treated their subjects humanely. He urges the lower classes to respect the government and its masters, not to raise riots or uprisings.

Innokenty Gizel focused on the model of a socially structured stable society. He understood that the Ukrainian society of that time was far from ideal, that representatives of various social classes, including and the clergy, commit illegal and often immoral acts. And people endowed with power and wealth, do it more often and more. The church must correct this situation so that society becomes more moral. Priests must know the sins of the people, instruct them accordingly, confess and impose penance on them. Thus, the regulation of public relations should be carried out. Therefore, Innokenty Gizel sought to improve church life. He found a number of violations in the activities of the higher clergy, the elimination of which would make the activities of the Orthodox Church in Ukraine more effective. He insisted on the responsible performance of his duties by the clergy, trying to direct the activities of clergy, preachers and monks. Fulfillment of Innokenty Gizel's proposed requirements for the Orthodox clergy was fully in line with the spirit of confessionalization. The moral guidelines, given in the treatise "Peace with God to Man" focused on a certain social ideal. The society constructed on their basis in general seems utopian. However there is a desire to normalize social relations, to make them more perfect in Innokenty Gizel's "social utopia".

The treatise "Peace with God to Man" gives a broad classification of sins as moral defects, which are interpreted in theological terms. In their interpretation, Innokenty

Gizel often refers to the Holy Scriptures and the Church Fathers. At the forefront of this classification are sins of a religious and ecclesiastical nature. These include sins against the virtues of theology, against the Ten Commandments of the Church (the Decalogue of Moses), against the Church's commandments, sins that occur in the sacraments of the Church, sins against the Holy Spirit. Behind them are sins of a universal nature - the seven deadly sins, the sins that cry out to heaven, the sins against the works of mercy. The sins of people of different classes and professions are considered separately. However, clearly distinguishing between the religious and the secular component in the interpretation of sins by Innokenty Gizel is somewhat problematic. Thus, considering religious and ecclesiastical sins, he turns to secular life, when he speaks of sins of a universal nature and is based on contemporary social realities of a secular nature, he also talks about religious and ecclesiastical aspects. Speaking of sins as moral defects, Innokenty Gizel often referred to the life of Ukraine at that time. In his interpretation, he actually considered them as a regulator of social relations. Religious and moral guidelines, which are proposed in the treatise "Peace with God to man", focused on a certain social ideal. The society constructed on their basis can seem utopian. After all, many of these instructions people ignored, did not always listen to the demands of the Church. And yet this "social utopia" of Innokenty Gizel tried to normalize social relations, to make them better. We can say that such a "social utopia" was democratic in nature, was aimed at protecting the poor and disadvantaged. At the same time, it was pointed out that it is wealthy people and powerful people who sin more and neglect moral norms. Innokenty Gizel did not absolutize sins. He emphasized that social circumstances in some cases force a person to act in a sinful way. In particular, this applies to poor people who cannot provide for themselves and are forced, for example, to commit theft. But such actions will not be a sin or mitigate it. Sin can be "removed" through confession, repentance, and penance. Considering the issues of sins, confession and penance, Innokenty Gizel pays a lot of attention to psychological and even psychosomatic issues. He emphasized that the penitent must realize that the cause of sin is in himself. The priest, who listens to confession, forgives sins and imposes penance, must take into account psychological aspects, determine whether the confession is sincere, carried out without coercion, or vice versa. When imposing penance, find the "golden mean", make it neither difficult nor easy, in order to direct the thoughts of the penitent on the right path of correction. Repentance is interpreted not simply as confession, but a deep awareness of the wrongness of a sinful act and the desire of the confessor to stop committing sinful acts.

Conclusions. Describing the sins of different classes, Innokenty Gizel focused on the model of a socially structured stable society. He understood that Ukrainian society is far from ideal, representatives of various social classes, including and the clergy commit illegal and immoral acts. In addition, people endowed with power and wealth do so more often and more. The church must correct such shortcomings of society. Priests must know the sins of the people, instruct them accordingly, confess and impose penance on them for the sin they have committed. Thus, the regulation of public relations should be carried out.

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LINGUISTICS

FORMATION OF THE TERMINOLOGY VOCABULARY AND COMMUNICATIVE COMPETENCES OF FOREIGN STUDENTS IN PROFESSIONAL LANGUAGE SPHERES

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Annotation. *This article analyses some language specifics of the language of the economics and business sphere that shall be taken into account while teaching this specific language to the foreigners.*

Keywords: *language of the specialization, communicative competence, professional vocabulary, terminology.*

Teaching the language of the specialization is an important aspect in the practice of teaching Russian as a foreign language. Effective learning of the elements of science and the chosen specialty is unlikely be successful without knowledge of professional vocabulary and terminology. This is the main reason to teach foreigners to use a professional language not only as a source of necessary information in their specialty, but also as a means of communication.

For effective formation of skills and abilities of linguistic and communicative competencies in the professional sphere, it is necessary linguistic comprehension of the language layers that meet the pragmatic needs of students. In the practice of teaching, it is important to take into account language processes associated with functioning of professional vocabulary and terminology.

Although the conceptual framework of different fields of expertise is characterized by heterogeneity, some general language processes specific to sublanguages for special purposes may be named. Based on vocabulary and terminology of economics and business of the late XX - early XXI centuries, we will analyze a range of language processes on which students should pay primarily attention to in the course of training.

Vocabulary and terminology layers of any sphere of human activity, including economics and business, are in constant development. Studies of linguists M.V. Kitaygorodskaya, N.G. Komlev, V.G. Kostomarov, G.N. Sklyarevskaya, and others, as well as analysis of many lexicographic sources indicate that vocabulary and terminology of economics and business of the late XX - early XXI centuries have undergone a number of changes regarding composition, structure and transformations in the semantics of many nominations. All changes must be taken into account in teaching practice, to form the linguistic and communication competences of foreign students in the professional

sphere.

Working with the language of the specialization, it is necessary to remember that the language of the economy and business sphere is actively replenished with new language units. Innovations are not always fixed by lexicographic sources and textbooks. This explains necessity to include them in educational materials to form skills and abilities of adequate perception of information containing new lexical units, correct use of innovations in various communication situations.

The language units of the economy and business spheres are quite mobile, and this fact also should be taken into account in the course of training. They can move not only within their own system, but also go beyond it with loss of relevance or, on the contrary, the actualization of some concepts. At the end of the twentieth century nominations for realities, phenomena, concepts, categories of economic relations of the Soviet period (such as, Госплан /Gosplan/, пятилетка /five-year/, хозрасчет /self-financing/, талонная система /coupon system/, etc.) went out from the vocabulary and terminology of economics and business to the periphery of the lexical system, together with some lexical units that appeared and quickly lost their relevance in the language at the end of the twentieth century. The same examples are ваучеризация /voucherization/ for determining an issuance of vouchers without return to the public, or determining involvement of all citizens in the privatization of state property with the help of vouchers; and купонно-талонный /coupon-voucher/ for the distribution of goods based on using vouchers and coupons in a deficiency circumstances.

The studies of the language sources have shown that some meanings of the polysemantic words have also moved into the passive vocabulary. For example, “Explanatory dictionary of the Russian language at the end of the twentieth century. Language Changes” fixes two meanings for the lexical unit купон/ coupon: “1. A tear-off coupon certifying the right to purchase goods or use services on preferential terms, with a discount. 2. Temporary means of payment in Ukraine and in some other foreign countries, before the introduction of the national currency. “[2] The second meaning of this nomination has lost its relevance and moved to the periphery of the lexical system since the introduction of the national currency in Ukraine. The first meaning remains relevant.

We should remember, however, if lexical units or some meanings of words are moved to the passive vocabulary, it doesn't mean that they cease to be the subject of the study. This is the actual vocabulary for the peculiarities of the Soviet economic relations learners, and they need to master it.

In the training practice of the economy and business language for foreign students, it is important to pay attention also to the phenomenon of returning words from the passive to the active vocabulary. Good example is демпинг /dumping/ nomination in the meaning of: "the sale of goods in foreign markets (abroad) at the especially low prices, often lower than within the country or on the world market, or even below cost price, which is one of the means of a specific struggle and gaining the target markets" [2, 199]; and денационализация /denationalization/ in the meaning of: "transformation of state

(national) property into cooperative, joint-stock or private" [2, 200], etc. Some meanings of the polysemantic words could move to the periphery of the lexical system, and some may remain in active use. This fact has been confirmed by studies of the economy and business language. Such as, for instance, moving to the passive vocabulary of the first and second meanings of the lexical unit дефицит /deficiency or deficit/, namely: "1. An acute shortage (of goods, services, etc.) causes speculative demand or panic buying. 2. Conversational. Items, articles in high demand that are in short supply." And the third meaning of this unit becomes actual, in particular: "expenditures in excess of revenues; losses" [2, 207]. In addition, the word has developed a new figurative meaning.

The second meaning of the word карточка /card/ has become passive, in reference to "a form with cut-off coupons for the right to receive rationed products, goods, etc. under conditions of deficiency. And the first and the third meanings of this word are in active use.

Most of the updated lexical units, as studies show, have undergone certain shifts in semantics that shall be specially commented by the teacher. Deideologization of the meanings for many nominations is one of the important semantic processes accompanying the return of nominations from the periphery to the center of the lexical system. Describing these nominations, M.V. Kitaygorodskaya noted that they had functioned for a long time "... in accordance with the contrapositions of us/them or friend/foe, good/ bad ...". [3, 170]. This explains the presence of an ideological component in their meanings specifically marked in lexicographic sources with: "in pre-revolutionary Russia/ Czarist Russia", "in bourgeois countries", "in a capitalist society", etc.

Extralinguistic reasons, driven by changes in all spheres of Russian society life at the end of the twentieth century, led to the loss of ideological components of meaning. Let's compare the definitions of the lexical unit акция /share of stock/ in the "Dictionary of the Russian Language in Four Volumes", edited by A.P. Evgeniev, which is: "a security certifying a certain share contribution into a capitalist enterprise and giving its owner the right to participate in activities and profits of this enterprise" [1, 31], and its definition in the dictionary, edited by G.N. Sklyarevskaya, in particular: "a security issued by a joint-stock company and giving its owner the right to receive a certain income (dividend) from the profits of the joint-stock company" [2, 45].

During the training of the linguistic and communicative competences of students in the professional sphere it is very important to draw the students' attention also on the semantic process of the development of new meanings in a number of lexical units. One of the examples of such process is the nomination сертификат /certificate/. "Dictionary of the Russian language in Four Volumes" has the three meanings of this word: "1. An official and business document (certificate, authorization document, etc.) certifying certain fact. 2. In foreign trade: this is a document on a grade, assortment, price, etc., which accompanies the delivered goods. 3. Name for bonds of special government loans" [1, 83]. The new meaning - "qualification certificate" - appeared in the language of the end of the twentieth century. The second meaning has changed. And it is now "a document certifying the quality of goods not only in foreign trade, but in any trade

transaction" [1, 582]. A new meaning of this word is also noted, namely: "a document certifying the ownership of shares, bonds and other securities, as well as ownership of a part of property" [1, 582].

Students should know that changes in the semantics of lexical units lead to various kinds of migration processes. In the course of the study, new cases of the development of new meanings related to the sphere of economics and business were revealed in words of other layers of the language, as well as formation of meanings, not related to the sphere of economics and business, in words that belong to this sphere. For example, the common-literary word карман/ pocket has developed the new figurative meaning, in particular "a set of funds, capital that a state, an enterprise or some person possesses" [2, 287], and has passed into the economic vocabulary. The lexical unit вливать /to pour/ has acquired the figurative meaning - "to direct funds to support something, to ensure the activities of an enterprise, industry, etc." [2, 148] that is marked by dictionaries as an economic term. The lexical unit гарант /guarantor/ has developed a new meaning. Dictionaries have recorded for this word the following meaning: "a state, institution or person giving a guarantee in something" [1, 300]. The nomination in this meaning was referred to the legal vocabulary. This meaning was updated in the language at the end of the twentieth century. A new meaning was formed on its basis and went beyond the legal vocabulary. Nowadays, the word гарант /guarantor has the meaning of "an individual or legal entity liable to creditors if debtor fails to fulfill his or her obligations" [2, 168], and belongs to the economics and business sphere.

As an example of the words of the economy and business sphere, which have moved to other layers of the language developing figurative meanings, we can name the nominations мораторий /moratorium/, валюта /currency/, etc. The word мораторий /moratorium/ in the meaning of "suspension of any actions, prohibition of the implementation of any actions" has started to function in a journalistic style. The lexical unit валюта /currency/ in its' figurative meaning is used speaking about something highly valued, that can be used for payment instead of money, and it is used for a car with an emerald-pearl colored body as an jargon word.

Semantic changes in the nominations of the economics and business sphere, the migration of lexical units from the core to the periphery, from the periphery to the core, and other innovative processes have largely influenced its structural organization as a whole. It showed up in changes in already existing groups of words, united by the similarity of the general meaning, by the opposite meaning, by functional and stylistic denotation, by lexico-grammatical and other features. There have been formed a fairly large number of words similar in content in the language of the economy and business sphere. For example: акционер /shareholder/, инвестор /investor/, вкладчик /contributor/; застой /sustention/, депрессия /depression/, стагнация /stagnation/; брокер /broker/, посредник /intermediary/; держатель /holder/, владелец /owner/, etc.

Innovation деструкция /destruction/ has entered into a synonymous relationship with lexical unit of дестабилизация /destabilization/ and into an opposite relationship with nomination of стабилизация/stabilization. Some other innovations have entered

into the antonym relationship with lexical units of the language of the economy and business sphere. For example: перестройка /perestroika/ ≠ квазиперестройка /quasi-perestroika/; рыночник /marketer/ ≠ антирыночник /anti-marketer/; коммерческий /commercial/ ≠ некоммерческий /non-commercial/, etc.

It is important to draw students' attention to the functional and stylistic relevance of lexical units. This is due to the fact that at the end of the twentieth century there was a certain democratization of language, as a result, in the language of the economy and business sphere not only nominations assigned to this sphere are actively used, but also lexical units from other layers of the language. You can compare: наличность /cash/ – наличка /feddy/ (colloquial); стагнация /stagnation/ (book) – застой /stagnation/ (public); доллары /dollars/ – зеленые /fazool/ (colloquial) – баксы /bucks/ (slang), etc.

A certain instability of lexical units in the economics and business sphere shall be outlined in teaching, training and forming of the students' professional vocabulary. In particular, there are a large number of lexical, orthoepic, spelling variants so far. The following lexical units can serve as examples: форс-мажорный /force majeure/ and форсмажорный /force majeure/ [2,654]; бизнес-вумен /business woman/, бизнесвумен /business woman/ and бизнес-леди /business lady/ [2, 86]; секвестор and секвестр /sequester/ [2,574]; франчайзинг and френчайзинг /franchising/ [2, 655], etc.

Conclusions. Here in the article some of the most significant features of the vocabulary and terminology of economics and business sphere are highlighted. These features shall be taken into account in the practice of teaching foreigners the language of the specialization. The methodological aspect of the problem consists in solving tasks of selection and minimization of educational material on the one hand, and in searching for the most effective educational methods for teaching and training that help to form linguistic and communicative competences of foreign students in the professional sphere on the other hand. Students shall be acquainted with all the changes in the system-structural organization of the economic terminological system in the course of teaching and training.

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TECHNICAL SCIENCES

ORGANIZATION OF THE TECHNOLOGICAL PROCESS OF PRODUCTION OF PIZZA "FELICIA" OF IMPROVED BIOLOGICAL VALUE

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Annotation. *The article proposes the technology of a semi-finished product for pizza with the use of pea flour and pumpkin powder and pizza fillings with dietary supplement Elit-Pharm "Active Iron". The results of researches of organoleptic indicators of pizza are given. The recipe composition of the semi-finished product for pizza and toppings is theoretically substantiated and experimentally developed. It is proved that the developed flour culinary product has an increased amount of essential nutrients, in particular vitamins and minerals, especially iron.*

Keywords: *pizza, pea flour, pumpkin powder, dietary supplement Elite-Pharm «Active Iron».*

Relevance of the research topic. The structure of the diet of the population of Ukraine has a number of shortcomings: deficiency of animal proteins, PUFA (on the background of excess of animal proteins), pronounced deficiency of most vitamins, microelements, including Ferum, Calcium, Magnesium and Zinc [1]. Therefore, providing the population of Ukraine with proper nutrition is one of the most pressing problems today.

Formulation of the problem. It is established that the human body must receive about 600 specifically important substances (nutrients) for optimal functioning every day. These include: amino acids, vitamins, macro- and microelements, organic acids, phytocomponents, dietary fiber, and others.

In nature, there is no product that would contain all the necessary human components (except for breast milk). And only a combination of different foods in the daily diet can provide the body with the full range of essential nutrients. This is especially true of food micronutrients such as vitamins and trace elements. The process of their assimilation and metabolism often depends on the availability of other nutrients. Therefore, the biological properties of the product depend on how many nutrients it contains and in what proportions [2, 3]

Therefore, to maintain health and prevent disease, the task of developing a diet that has high biological value and does not exceed the energy consumption of modern man is becoming very important.

The solution of this problem, which is justified by the recommendations of the World Health Organization and national physiological standards of nutrients for various

categories of the population, dictates the need for production and consumption of special foods – dietary supplements [4].

To improve the content of dietary fiber, protein, PUFA, minerals, vitamins, it is advisable to use vegetable processing products, namely – vegetable powders, to provide iron – a dietary supplement Elite-Pharm «Active Iron».

Analysis of recent research and publications. Today, scientists around the world are working on creating functional foods, with particular interest being given to products in high demand and technologically not too expensive.

Food enrichment is a serious interference in the traditionally formed structure of human nutrition, the necessity of which is dictated by objective changes in the way of life, the set and the nutritional value of the used foods. Therefore, the enrichment should be based only on clearly formulated, scientifically substantiated and practice-tested biomedical and technological principles [5].

Scientists have proposed the use of different types of raw materials to improve the nutritional and biological value of flour culinary and confectionery products and fillings for them. Thus, J. Bachynska proposes the use of a mixture of dietary fiber and pumpkin seed meal in the technology of production of flour confectionery to expand the range of confectionery products of high biological value and products with low caloric content [6].

Leshchenko K.V. offers the use of protein-containing raw materials of animal and vegetable origin, carbohydrate raw materials, surfactants and mixtures based on them [7].

Buyalskaya, O.L. Humeniuk, N.M. Denisova and V.M. Chelyabieva offer the use of flax meal, hemp meal, milk thistle in the production of bakery products. It is also proposed to develop an industrial technology for frozen semi-finished products from fresh dough based on flax flour [8].

Replacement of wheat flour with other types of flour that do not contain gluten protein for the nutrition of patients with celiac disease is another area of development of functional foods [9].

In order to expand the range of fillings, in particular for the production of flour culinary products, it is proposed to use fillings of spicy vegetables [10], as well as dietary supplements containing heme iron [11].

At the same time, scientific developments of culinary flour products, in particular pizza, of improved biological value have proved to be insufficient today, which has determined the direction of our further research.

Presenting main material. The purpose of the work is to substantiate and develop the latest technologies of flour products from yeast dough with high content of biologically active substances.

The object of research is the technology of semi-finished products from yeast dough and pizza with a high content of biologically active substances.

The subject of research – pumpkin powder, pea flour, model food compositions of semi-finished products from yeast dough for pizza using pumpkin powder and pea flour, mushroom filling, dietary supplement Elite-Pharm "Active Iron".

Research methods: organoleptic, physicochemical, expert, mathematical and

statistical methods, modeling methods, processing of experimental data using modern computer programs. The mineral content was determined by the atomic absorption method on a spectrophotometer Techtron-AA-4 (Austria), and Iodine by the method of inverse voltammetry (device AVA-3, Russia) [12].

Presenting main material. Pumpkin powder is distinguished by its natural unique vitamin and mineral composition. The chemical composition of pumpkin powder contains a significant amount of vegetable protein, which in turn is well absorbed by the human body, and the powder contains a number of essential amino acids. Pumpkin powder also contains arginine, a natural compound that helps strengthen the immune system, as well as avoid diseases such as obesity, hypertension, fatty liver disease, diabetes and others. The benefits of pumpkin powder for the human body are invaluable and due to the vitamin and mineral composition of the product, which contains such important compounds as lysine, isoleucine, glycine, glutamine and phenylalanine. Pumpkin powder is great for children's diets, as well as nutrition for pregnant and lactating women.

Pea flour is a dietary product available to absolutely everyone. It is used for proper nutrition, improving their health, as well as the intake of sufficient amounts of vitamins, proteins and minerals. In terms of protein, this plant product is often compared to some types of meat. And the content of mineral salts and vitamins, it even surpasses them. Another advantage of pea flour is its cheapness, as well as the lack of cholesterol.

Pea flour is very good for human health. After all, it is a natural source of such vital amino acids as threonine and lysine. In addition, this product contains a special substance, vitamin B6. It is actively involved in the synthesis of these amino acids, as well as in the processes of their cleavage. Deficiency of this vitamin can cause cramps and dermatitis.

The biological value of this product is several times higher than traditional wheat flour. Shredded peas are rich in substances such as vitamins E and A, fiber and pantothenic acid. In addition, it contains calcium, potassium, zinc, magnesium, iron and phosphorus. Pea flour is widely used in cooking, it is added during the production of bread, pasta, as well as vegetable cutlets, cakes, salty and sweet cookies.

Studies of pumpkin powder and pea flour (table 1) showed that the above raw materials contain sufficient protein, fat, dietary fiber, PUFA, sodium, potassium, calcium, magnesium, phosphorus, iron, zinc, vitamins.

According to the results of table 1, we can conclude that the chemical composition of pumpkin powder and pea flour in terms of biologically active substances significantly exceeds the chemical composition of wheat flour, which indicates the feasibility of using pumpkin powder and pea flour in the technology of semi-finished yeast dough for pizza.

To determine the rational amount of pumpkin powder in the technology of semi-finished products from yeast dough for pizza developed model food compositions of yeast semi-finished products using pumpkin powder, which replaced part of the wheat flour in the following amount: 8%; 10%; 12%.

Table 1

**Chemical composition of wheat flour, pea flour and pumpkin powder,
% per 100 g of dry matter**

Indexes	Wheat flour	Pumpkin powder	Difference	Pea flour	Difference
Proteins	11,97	25,85	2,2 times	21	2,07 times
Fats	1,28	51,76	40,4 times	2	56,25%
Carbohydrates	82,09	11,3	-7,26 times	49	-1,67
Dietary fiber	4,07	29,24	7,18 times	4,2	3,2%
Polyunsaturated fatty acids:					
Omega -3	0,03	0,127	4,23 times	0,3	10 times
Omega -6	0,56	22,00	39,28 times	0,9	60,7%
Minerals, mg %					
Sodium	3,49	15,83	4,53 times	64	18,3 times
Potassium	141,86	851,54	6 times	846	5,96 times
Calcium	20,93	45,37	116,77%	45	2,15 times
Magnesium	18,6	564,52	30,35 times	166	8,9 times
Phosphorus	100,0	1238,79	12,38 разів	318	3,18 times
Iron	1,4	10,55	7,53 times	4,9	3,5 times
Zinc	0,7	10,55	15,07 times	2,8	4 times
Copper	0,1	1,48	14,8 times	0,9	9 times
Vitamins, mg %					
B1	0,2	0,28	40%	0,5	2,5 times
B2	0,05	0,16	3,2 times	0,1	2 times
PP	1,4	5,27	3,8 times	2,0	43%
C	-	2,0	100%	-	-

According to the results of organoleptic evaluation of the quality of the yeast semi-finished product for pizza, it was found that the use of pumpkin powder in the amount of 12% by weight of flour is impractical because it significantly reduces the organoleptic quality. The best organoleptic quality indicators were obtained in experiment №2, in which 10% of wheat flour was replaced by pumpkin powder. The yeast semi-finished product has a pleasant taste, smell, light yellow color, the consistency of the semi-finished product is soft and elastic.

Model compositions of dough semi-finished product for pizza with replacement of wheat flour by 10,30,50% of pea flour have been developed. To determine the optimal amount of pea flour in the dough semi-finished product for pizza, baking of control and experimental samples of pizza was carried out and organoleptic parameters were determined by tasting. Organoleptic evaluation of experimental and control samples of

pizza semi-finished products was performed on a five-point scale in accordance with existing recommendations. Organoleptic parameters of pizza semi-finished products were determined, in particular appearance, color, consistency, taste, smell. According to the results of research, it was found that the best organoleptic evaluation was obtained by experimental sample №2, in which 30% of wheat flour was replaced by pea flour.

On the basis of the received data the technological scheme of production of a semi-finished product for pizza with use of pea flour and pumpkin powder is developed (fig. 1).

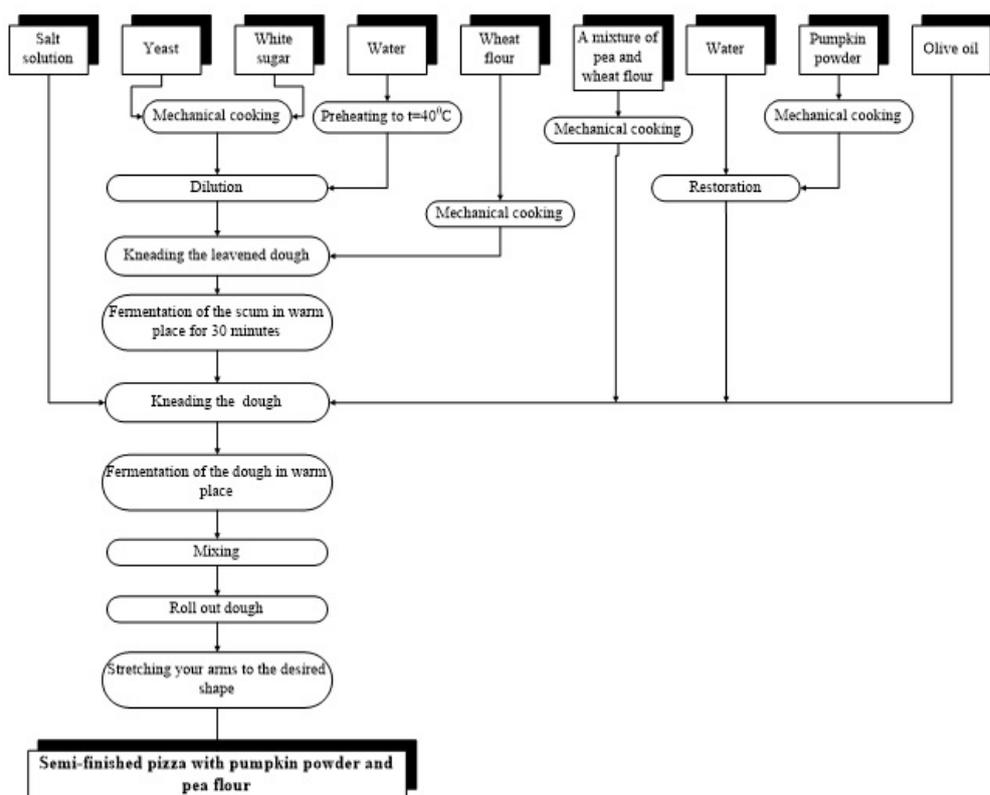


Fig. 1 Technological scheme of production of semi-finished product for pizza using pea flour and pumpkin powder

Mushroom was chosen as a filling, and as an additive - a dietary supplement "Active Iron" of the Ukrainian research and production company "Elite-Pharm".

The company "Elite-Pharm" has been working in the market of dietary supplements for over 10 years. To date, the products of LLC "Elite-Pharm" have proven to be of high quality, wide range and reasonable prices. In many cities of Ukraine, dietary supplements LLC "Elite-Pharm" are well known and in demand in both healthy and sick, for use during illness and recovery after it.

A range of very high quality nutrients is created on the basis of plant components,

vitamins and amino acids. All products of LLC "Elite-Pharm" are developed by a group of qualified nutritionists. The production of dietary supplements of the company is carried out by high-class specialists on high-tech equipment, careful control is carried out at all its stages.

Analyzing the chosen dietary supplement ("Active Iron"), it should be noted that iron is an integral component of proteins, the main function of which is the transfer and storage of oxygen, as well as a number of enzymes. Hemoglobin, which contains iron in the form of a complex compound called heme, delivers oxygen from the lungs to the tissues. With a lack of iron in the body decreases the amount of hemoglobin, which leads to the so-called oxygen "starvation" of cells and tissues - hypoxia.

Dietary supplement "Active Iron", a fundamentally new food supplement containing iron in the form of heme, ie in the same form in which it is part of blood hemoglobin.

The basis of the dietary supplement is an organic form of iron - fumarate. Dietary supplements enter the body in the form of a complex compound (heme), without the formation of free iron ions with the participation of carrier proteins.

Iso, it should be noted that the dietary supplement "Active Iron" produced by "Elite-Pharm" is certified by the Ministry of Health of Ukraine TU U №15.8-30192477-003-2003; hygienic conclusion №05.03.02-04 / 3166 dated 31.01.2005

The chemical composition of the dietary supplement "Active Iron" manufactured by "Elite-Pharm" is shown in table 2.

Table 2

Chemical composition of dietary supplement "Active iron"

Indexes	Aquatic iron Залізо активне, 100 g
Proteins, g	1,28
Fats, g	0,98
Carbohydrates, g	13,68
<i>Minerals</i>	
Fe, mg	600,00
Cu, mg	4,00
Na, mg	84,00
P, mg	64,00
<i>Vitamins</i>	
E, mg	200,00
B9, mg	4,00
B6, mg	40,00
B12, mg	0,60
C, mg	1200,00
Energy value, kcal	84,00

The chemical composition of the dietary supplement "Active Iron" in addition to the actual iron, is represented by a significant content of the following trace elements: Cu

(copper) – 4.00 mg, Na (sodium) – 84.00 mg, P (phosphorus) – 64.00 mg. For better absorption of iron, the dietary supplement contains the following vitamins: vitamin E – 200 mg, vitamin B9 – 4 mg, vitamin B6 – 40 mg, vitamin B12 – 0.6 mg and vitamin C – 1200 mg.

According to the daily needs of micro-, microelements and vitamins for the human body, the content of additives in the filling should not exceed 5 g per 100 g of filling.

The technology of production of stuffing from mushrooms with use of a dietary additive "Iron active", and also the technological scheme of production of pizza "Felicia" on the basis of a semi-finished product for pizza with use of pea flour and pumpkin powder is developed (fig. 2).



Fig. 2. Technological scheme of pizza production "Felicia" of improved biological value

Considering the results of organoleptic studies, we can say that the smell and appearance have not changed. Tasters, color and appearance in the developed pizza were more pleasing to tasters than the same indicators in traditional products. Therefore, it is

clear that the overall organoleptic score in the studied pizza is higher than in a similar traditional pizza by 0.09 points. Obviously, the difference is relatively small, but the purpose of the study was not to improve organoleptics, the purpose of the study was to give a traditional flour product of high biological value through the use of technological innovations. Organoleptic evaluation of the developed flour product is shown in table 3.

Table 3

**Organoleptic evaluation of flour product Pizza
"Felicia" of improved biological value**

Quality indicators	Coefficient of weight	Pizza	
		Control	Experiment
Appearance	0,1	4,86	4,89
Consistence	0,2	4,79	4,95
Scent	0,2	4,90	4,93
Taste	0,3	4,84	4,90
Color	0,2	4,68	4,82
General organoleptic evaluation	1,00	4,81	4,90

In the next step of our study, we need to analyze and compare the chemical composition of traditional flour products and products using pea flour, pumpkin powder and dietary supplement "Active Iron". The data of the study and analysis of chemical changes are shown in table 4.

Based on the data in table 4, we conclude that the addition of pumpkin powder, pea flour and dietary supplement "Active Iron" in the technology of yeast dough for pizza and mushroom fillings has a positive effect on the chemical composition, namely: increases the protein content – by 26.4 %; fats – by 15.3% (it should be noted that the fat content increases due to unsaturated fatty acids); dietary fiber - by 60%; mineral content: potassium – 2.5 times; calcium – 7.9 times; magnesium – 5 times; phosphorus – y 3.85 times; iron – 5.15 times; zinc – 4.12 times; copper – 2.5 times; vitamin content: PP – by 13.3%; B1 - by 7.14%; B2 – by 20%, C – by 100%; B6 – 7.6 times; B9 – by 56.7%.

It is difficult to overestimate the importance of iron in the human body. Iron is a very important trace element that plays a crucial role in human health. Its most important function is to participate in the structuring of proteins, in the synthesis of oxygen, hemoglobin and myoglobin in the body, as well as in ensuring metabolic processes. Iron compounds are important for the normal functioning of the immune system, especially at the cellular level. In combination with minerals present in the human body, at minimal doses, iron has a powerful positive effect.

Thus, the use of dietary supplement «Active Iron» is a very reasonable and integral factor in a healthy diet. After all, products with such an additive acquire physiological value as a food product and are preventive in nature. That is why the use of dietary

supplements in the preparation of not only flour but also traditional products is the key to the development of a healthy human body.

Table 4

Analysis of the chemical composition of the flour product Pizza "Felicia " of improved biological value, per 100 g of product

Indexes	Control	Experiment	Difference	Difference, %
Proteins	8,07	10,2	+2,13	26,4
Fats	7,2	8,3	+1,1	15,3
Carbohydrates	54,6	47,2	-7,4	-15,7
Dietary fiber	2,8	4,5	+1,7	60,1
Minerals, mg %				
Potassium	99,22	248,4	+149,18	2,5 times
Calcium	15,4	122,1	+106,7	7,9 times
Magnesium	13,7	68,3	+54,6	5 times
Phosphorus	70,5	271,4	+200,9	3,85 times
Iron	0,99	5,1	+4,11	5,15 times
Zinc	0,51	2,1	+1,59	4,12 times
Copper	0,08	0,2	+0,12	2,5 times
Vitamins, mg %				
B1	0,14	0,15	+0,01	7,14
B2	0,05	0,06	+0,01	20
B6	0,29	2,2	+1,91	7,6 times
B9	0,3	0,47	+0,17	56,7
PP	1,5	1,7	+0,2	13,3
C	-	30,0	+30	100
E	0,2	6,0	+5,8	30 times

Conclusions. The results showed that the addition of pumpkin powder and pea flour in the technology of yeast semi-finished pizza significantly improves its nutritional composition, enriching it with protein, omega-3, omega-6, dietary fiber, vitamins, minerals.

The addition of pumpkin powder and pea flour makes it possible to obtain a semi-finished product that can be used in health and medical nutrition, as well as will significantly expand the range of flour products for health purposes.

The use of these additives is promising and allows you to expand the range of flour products, enrich the taste, helps to meet the daily requirement of deficient minerals and vitamins.

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THE EFFECT OF DIGITAL INEQUALITY ON VINNYTSIA HIGHER SCHOOL TEACHERS EDUCATING REMOTELY DURING LOCKDOWN

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Annotation. *The purpose of this article is to define the concept of digital inequality and investigate the situation with digital inequality among teachers of Vinnytsia higher educational institutions by data analysis of the anonymous survey.*

The article presents and analyzes the results of the study in terms of equal access of teachers to modern digital technology, which was used to provide the educational process during the switch to remote teaching, and the impact of social and economic conditions in the country on digital inequality among teachers and its further effect on the quality of the remote learning during the lockdown period.

The empirical basis of the study is the author's research involving questionnaires and interviews, which were held among the teachers of Vinnytsia higher educational institutions within the period of March-May 2021.

Keywords: *digital inequality, distance learning, lockdown, digital divide, higher education.*

Introduction. With the switch of educational institutions to distance learning for the period of lockdown the certain question “whether teachers of educational institutions are ready for the move to an emergency remote teaching?” arose. What is the effect of digital divide on the quality of the educational process, taking into consideration that the available software tools, users’ skills, technical condition of computer technology are the key components which ensure the implementation of distance education, and high-quality Internet connection functions as a bridge connecting teacher and student?

What is the impact of the social and economic situation in the country on the digital inequality among teachers of educational institutions, and thus, how it can reflect on the quality of distance learning.

The purpose of the article is to analyze the current situation regarding digital inequality among teachers of Vinnytsia higher education institutions and investigate the effect of digital inequality on the educational process during the switch to remote learning in the period of lockdown.

Literature Review and Discussion. The analysis of previously carried out studies proves that the issue of digital and information inequality has attracted the attention of a number of scientists, including S. Lobovikov, J. Nielsen, O. Baranov and V. Zhuravsky, M. Rodionov, I. Zhyliayev.

The problem of digital inequality, the digital divide, which later resonated with the world, was first defined in the UN Development Program in 1997, which covered

virtually all known global human problems at the time. The term "digital inequality" was introduced to denote the difference between "digital poverty" and "digital wealth". A digital society index was developed to describe the quantitative characteristics of digital inequality, namely:

1. Computer infrastructure, which includes the number of personal computers per capita, the number of household computers per family, the ratio of the number of PCs installed in the public sector and in commercial institutions (except rural population), the number of PCs for learning and educational institutions; the percentage of personal computers connected to the network, the cost of software and computer maintenance.

2. Digital infrastructure, which includes the number of telephone lines per family, the number of failures per line, the cost of phone calls on local telephone lines, the number of TV sets per capita, the number of mobile phones per capita, the number of cable TV subscribers.

3. Internet infrastructure, namely the volume of e-commerce, the number of household Internet users, the number of the Internet users for business purposes, the number of the Internet users for learning purposes.

4. Social infrastructure, i.e. the number of secondary school students, the number of vocational school students, the number of press readers, availability of civil liberties.

The term "digital divide" came into use in 1999 after the publication of the US Department of Commerce report "Falling Through the Net: Defining the Digital Divide."

The term "digital divide" or its synonyms "inequality", "disunity" was used in public by former US President Clinton in 1999 to characterise the different possibilities for Americans in their access to information infrastructure and to define a national strategy for the transition to the digital society [2].

At the international level, the issue of digital inequality was first raised in the Okinawa Charter of the Global Information Society, which was signed in the summer of 2000 by the G8 Heads of State. According to this document, an international expert Council of the Digital Opportunity Task Force (DOT Force) was formed, which developed an action plan to be presented to the Leaders of the G8 countries at the meeting in Genoa in the summer of 2001.

In 2006, the UN General Assembly, in its resolution № A / RES / 60/252, proclaimed a World Information Society Day, one of the objectives of which was to raise awareness of ways to overcome the "digital divide".

UNESCO indicated the main groups of social dimensions, according to which the following groups of gaps are formed: economic resources; geography (asymmetry between urban and rural areas); age; sex; language; education, social and cultural backgrounds; physical adequacy [3].

An attempt to determine the strategic directions of the development of the digital society in Ukraine was made in 2007. The Law "On Basic Principles of Information Society Development in Ukraine for 2007-2015" was adopted, which defined strategic directions in Ukraine for the first time, and provided, in particular, "creating conditions for computer and information literacy of all segments of the population" and "giving

every person the opportunity to acquire knowledge, skills and abilities to use information and communication technologies in education, upbringing and training" [4]. Now it can be admitted that the goal set in this law has not been achieved.

In the scientific literature, the issues concerning unequal access to modern information technology are joined together in the term "digital divide". The term came into common use in the United States in the mid-1990s and was first used to denote the gap between different social groups concerning their ability to purchase a computer.

Among scientists there exist different views on the concept of digital inequality.

S. Lobovikova considers digital inequality as an element of information inequality, a new type of social differentiation which arises from the various possibilities of using the latest information and telecommunication technologies. According to the scholar, digital inequality has technological nature and characterizes the different ability of countries to provide access to modern information infrastructure (telephone, Internet, databases, knowledge bases, etc.) both nationally and for certain groups of the population in order to use the information effectively in practices [5, p. 6, 13].

According to O. Baranov, social inequality evokes digital inequality. Among the main factors which influence the access to information and knowledge, the scientist determines the economic situation, educational level, age, place of residence [6].

V. Inozemtsev's view of the impact of technological progress on property inequality is quite newsworthy: "Social tendencies of recent decades demonstrate that the society, which adheres to the freedom of scientific research and effectively uses the results of technological progress, causes the property inequality rise on a scale unknown to the history. This paradox can be fully explained by the logic of the social systems development, and the nature of such inequality and its deepening lie in the hard-core differences among people in terms of their capacities and talents, and hence in their potential for success in production based on the acquisition and use of new knowledge. Thus, the supremacy of the principles of freedom cannot guarantee the equality that has been considered their consequence for centuries. In our opinion, this is one of the most unexpected social results of the unrestrainable progress of science and technology, progress to which there is no reasonable alternative today" [7].

Jakob Nielsen defines the phenomenon of digital divide as the state when "a certain part of the population has significantly better opportunities to benefit from the use of modern technologies than the rest of the population" [8]. He identifies 3 types of digital divide (Economic Divide, Usability Divide and Empowerment Divide) [8].

The first type is the definition of economic inequality in the original sense of the term, i.e. such inequality when a certain part of the population cannot afford to purchase a computer.

The second type of divide is that, when even owning a computer, some cannot use it because most of the services available are too difficult for this group of users to understand.

The third type of divide is the case when the computer and the Internet are extremely easy to use, not everyone will take full advantage of the latest technologies.

Research methods. In order to study the impact of the three types of digital divide (according to J. Nelson) on the educational process during the switch to remote learning in the period of the COVID-19 lockdown, we conducted a survey among teachers of Vinnytsia higher education institutions within April-May 2021, which involved 137 respondents.

Results and discussion. The first question was to find out what digital equipment is owned". Teachers could choose several answers. The following results were obtained:

54 teachers, who constitute 39.4% of respondents reported about owning their personal computer.

Laptops are owned by 109 teachers, which is 79.6% of respondents;

- 30 teachers who constitute 21.9% of the surveyed responded having a tablet;

- Smartphones are owned by 122 teachers, who constitute 89.1% of the respondents;

- The "other" option was chosen by two of the teachers, which is 1.5% of respondents.

The next question was aiming to find out which operating system is installed in the smartphones they own: "If you have a smartphone specify the operating system installed on it." The following responses were received:

- 77.4% of respondents mentioned Android;

- IOS was indicated by 11, 7% of respondents;

- Windows was noted by 9, 5% of respondents;

- 1.5% of respondents chose the answer "Other".

Alongside the above study, the simultaneous research among full-time students of Vinnytsia universities was carried out. The study involved 562 students of higher learning [9]. The obtained results indicated that the majority of students that is 525 or 93.4% own a smartphone. As for teachers, 89.1% of them responded they have smartphones. 77.4% of teachers and 75.6% of students have the Android operating system installed, which must be taken into account when developing educational mobile applications.

The next question aimed to find out the technical condition of digital technology, owned by teachers of educational institutions which was used during the distance learning. The question was as follows: "Does the technical condition and operational capabilities of your digital technology satisfy the implementation of distance learning?" The following responses were received:

- 26.3% of respondents are fully satisfied with the technical and operational condition of their digital equipment;

- 35.8% of respondents are almost completely satisfied with the state of digital technology;

- 35.8% of respondents are partially satisfied with the state of digital technology;

And 2.2% of respondents are dissatisfied with the technical and operational condition of their digital technology.

In conclusion, from these answers it can be stated that 38% of teachers (35.8% + 2.2%) were not able to perform their professional functions due to improper technical condition of their digital devices, and their own digital technology being outdated. This is considered a very sizable, negative indicator, especially in the period when

educational institutions were forced to abandon the classic classroom learning and move to emergency distance learning.

The aim of the next question was to investigate the quality of Internet connection: "How do you assess the quality of Internet traffic?"

The following responses were provided:

- High quality of Internet connection was reported by 21.9% of respondents;
- 59.1% of respondents stated about average quality;
- 16.1% of respondents reported about insufficient quality;
- 2.9% of respondents responded having low quality of Internet connection.

Insufficient and low quality of the Internet, as evidenced by 19% (16.1% + 2.9%) of the surveyed teachers, means that teachers spent much more time and effort on the preparation and placement of educational materials. It was observed that 19% of teachers do not have the possibility to broadcast high quality video lectures online, which makes it impossible to implement the online learning process, since the Internet in this case is the "bridge" that connects teacher and student.

In response to the question "Does your digital technology support software load during remote teaching?" the following results were obtained:

- 42.3% of respondents responded that their technology fully supports it;
- 40.1% of respondents chose "not always" option;
- 16.8% of respondents answered "partially";
- "Doesn't support" option was chosen by 0.7% of respondents.

Thus, we should admit that modern educational software load is not supported by digital technology of 17.5% (16.8% + 0.7%) of respondents.

The following question aimed to determine the socio-economic conditions of higher school teachers, their ability to overcome the inappropriate condition of their computer technology and fit it to the requirements of the maintaining distance learning. The question was formulated as follows: "Do you have the financial means to purchase new modern digital devices for personal professional activity?" The following results were obtained:

- 6.6% of the surveyed teachers can afford to purchase modern digital devices within a month;
- 10.2% responded about the above affordability within six month time;
- 26.3% of the surveyed teachers had the opportunity to purchase new digital devices within a year;
- "Within two years" was the option chosen by 17.5% of respondents;
- It should be noted that 39.4% of respondents stated that they do not have any financial means.

The fact that 17.5% of teachers plan to buy new modern digital technology within two years, and 39.4% do not consider this issue at all due to the lack of financial means, indicates the lack of socio-economic security of teachers.

It should be emphasized that the previously asked question "Does the technical condition and operational capabilities of your digital technology satisfy the

implementation of distance learning?" 35.8% of teachers responded that they were only partially satisfied with the technical condition of their own digital devices, while 2.2% said they were not satisfied at all.

In personal communication with the respondents, we revealed that the option "can afford to buy a modern computer within two years" was chosen by some respondents as they were ashamed to choose the option "no financial means".

The interviewed teachers in the personal communication stated they use only their own digital devices for distance learning, whose inappropriate technical condition, and the lack of affordability to purchase a new one, significantly makes the implementation of distance learning more complicated, putting a brake on the use of modern software technologies that could improve the quality of presentation and perception of learning information.

To the question "How do you assess the level of complexity in software setting up and working during distance teaching?" the following responses were obtained:

- 7.3% of respondents noted a high level of complexity;
- 16.1% of surveyed teachers chose the option "above average";
- "Average" was reported by 60.6% of respondents;
- 8% of respondents reported about below average level of complexity;
- And only 8% of respondents identified a low level of complexity.

The above results indicate the unavailability of teachers to move to emergency remote teaching in terms of COVID-19 pandemic in Ukraine, the lack of developed methodology for distance learning, the lack of developed online educational tools and relevant educational software to be used in the educational process in blended forms of learning. The transition to distance learning showed that only 8% of respondents consider the use of software, its setting up to be of a low level of complexity.

Taking into account the above analyzed, we are convinced that the use of blended learning that is combining distance teaching in the educational teaching practice with classroom learning in the periods before the lockdown would have been more beneficial and effective than the transition to emergency remote teaching.

To the question "Do you have problems with knowledge of foreign languages when setting up software for distance learning?" the following results were obtained:

- 17.5% of respondents mentioned "never";
 - "Very rarely" was chosen by 29.2% of respondents;
 - 46.7% responded "sometimes";
 - 4.4% of respondents answered "quite often";
 - 2.2% of respondents mentioned they faced technological problems very often.
- Asked to assess the level of their computer skills 16.1% of respondents declared about a high level of their own skills;
- 35.8% of respondents stated "above average";
 - 44.5% of the surveyed teachers responded they had an average level of their own skills;
 - 3.6% of respondents claimed about below average level.

Conclusions. The study conducted among teachers of Vinnytsia higher education institutions gives evidence of the effect of digital divide on the quality of distance learning. At the forefront is the impact of the socio-economic situation in the country on the level of teachers' abilities to purchase modern digital devices, to be able to use the modern educational software product and online educational services properly in the educational process. As well as make full use of the options and facilities provided by the Internet and be fully involved in educational processes.

This study indicates the socio-economic insecurity of a prevailing number of teachers. 38% of teachers assessed the technical condition of their computer equipment used during the implementation of the remote teaching as unsatisfactory. At the same time, 39.4% of teachers reported that they did not have the financial means to purchase new modern digital devices within the period of more than two years. Therefore, we cannot consider digital inequality from the standpoint that some professionals have an advantage over others being more educated and skilled in the use of computer technology. Since 2021, we have been experiencing the situation of initial understanding of the digital inequality concept, which was used in the United States in the 90s as the ability to purchase a modern computer.

It can be stated that the switch to remote learning when the lockdown was declared caused the situation when a significant number of teachers did not have proper possibilities to provide quality teaching materials due to insufficient affordability of digital technology. In turn, a significant number of students lacked the access to appropriate educational information acquisition for the same reasons.

Every year a large number of different software products is developed, which in turn requires more advanced digital devices. In order to avoid lagging behind at the state level, teachers and students must master those software products that can be used in professional activities in time. But how to implement the above mentioned, if 39.4% of surveyed teachers don't have the financial means to buy a modern computer or other digital device? The emergency remote teaching has clearly revealed the problem of digital inequality among teachers, the socio-economic situation in the country, which negatively affects both teachers' social living conditions and their professional activities.

It can be concluded that the level of decline in the socio-economic status of citizens correlates with the growth of digital inequality in the country. Thus, the Government of Ukraine should pay very serious attention to this issue, taking decisive economic steps. At the state level, negotiations should be held with the largest manufacturers of modern digital equipment on the possibility of assembling this equipment in Ukraine. The Ukrainian domestic market free from customs duties and value-added tax on a certain list of digital equipment will allow reduce the cost of digital devices and technology. State-owned banks should provide micro-loans to the population to purchase computers or other digital devices at a minimum interest rate. The fact that the state will not receive from customs payments and tax revenues is less crucial compared to the consequences of lagging behind in the fields of education and science, which is considered a direct threat to the existence of Ukraine as a state.

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