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**UKRAINE’S CAPACITY TO IMPLEMENT
THE SUSTAINABLE DEVELOPMENT
PROGRAM IN THE CONTEXT
OF FULL-SCALE ARMED AGGRESSION**

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**LEADING DIRECTIONS OF IMPROVEMENT OF SOCIAL
AND HUMANITARIAN TRAINING OF HIGHER EDUCATION
APPLICANTS FOR THE PERIOD OF THE LEGAL REGIME
OF MARTIAL LAW**

Chubina T. D., Fedorenko Ya. A., Dulgerova O. M.

INTRODUCTION

The peculiarities of the modern development of Ukrainian society in the legal regime of martial law are due to the complication of economic, social, political and cultural processes. Today, the urgent need for development is crucial for the effective and stable self-assertion of the country, despite the importance of scientific and technical knowledge. Moral qualities of citizens, their intellectual and creative potential, ability to act in unpredictable situations, initiative. The key to the success of our country on this path is introduction of new teaching technologies and approaches to the consideration of the development of education, science, culture, changes in the system of economic relations. Modern Ukrainian education faced a difficult double task: to preserve all the positive achievements and experience of Ukrainian education and enrich its innovative achievements of European and world educational environments, harmoniously coordinate them with Ukrainian realities.

**1. The problem's prerequisites emergence and the problem's
formulation**

As noted above, the experience of European countries in the democratization of education, the development of autonomous foundations in the activities of higher education can be very useful for domestic higher education educational institutions, orientation of the educational process to the national and European labor markets. Education of applicants should become ideological priority of the state on the path of spiritual development of society.

Overcoming the consequences of the socio-economic and spiritual crisis, creating conditions for a comprehensive personal development in Ukraine will contribute to the birth and development of a new type of citizen who will be brought up taking into account the best traditions of Ukrainian culture and European civilization. The time is the implementation of a new educational paradigm of higher education, which prioritizes the formation of competence, erudition, creativity, personality culture in a harmonious combination with

deep knowledge and skills in fundamental and special disciplines. Therefore, the tasks of higher education should change significantly.

2. The analysis of existing methods for solving the problem and formulating a task for the optimal technique development

Analysis of available research tools has shown their inadequate effectiveness to address the above problem. Given the above fact, the authors, based on the analysis of the sources involved in the study, operating with the latest principles and methods of scientific knowledge, explored the leading directions of improving the socio-humanitarian training of higher education applicants for the period of the legal regime of martial law.

The modern paradigm of education, as Professor E. Luzik notes, should be built, on the one hand, on the basis of a person's definition of absolute value and, with on the other hand, on understanding it as a complex structure that combines the general, personal, partial and typical. At the same time, the educational dimension of human existence characterizes the whole set of processes of personality formation, which, in turn, act as a condition and a necessary prerequisite for the reproduction, functioning and development of society¹.

The educational process at this stage is quite dependent on political, socio-economic and cultural factors that generally characterize human society in the corresponding historical period of development. The XXI century enshrines the transition to an information-developed society, and education and socio-humanitarian training are markers of humanity and the development of humanity. As already noted, a number of documents put forward requirements for graduates of higher education institutions, which should be endowed not only with professional knowledge, but also with the ability to use them in a professional environment and in everyday life; navigate emerging processes updated almost daily; be able to systematically update and improve their own professional achievements; independently solve complex political, economic, social, cultural problematic issues of the modern social process.

In this sense, education and the educational process are a specific cementing element that unites into a single integrity not only this or that particular socio-cultural space, but also guarantees the communicative and ethical-axiological unity of mankind. This unity can be described as a certain

¹ Лузік Е. В. Гуманітарна освіта в процесі підготовки спеціалістів профільних ВНЗ України: проблеми та перспективи. *Філософія освіти*. 2006. № 2(4).URL: <http://www.philosophy.ua/lib/20luzik-fo-2-4-2006.pdf>

continuum in which, by creative realization of the potential of each individual, a total result is achieved that is relevant to society as a whole².

Historical experience convinces that the ultimate goal of education in higher education is a person, his inner world and health – spiritual, intellectual, physical. To educate a conscious person in a person, to awaken and cultivate in him the highest spiritual values and virtues – this is what should be the focus of the theory and practice of higher education. So, the main value guideline in the activities of higher educational institutions is the personality of the applicant, his human potential – spiritual, intellectual – creative, physical³.

The world community has been concerned with ensuring human rights since 1948, when the Universal Declaration of Human Rights was adopted. Subsequently, other documents appeared (the European Convention for the Protection of Human Rights and Fundamental Freedoms, the Inter-American Convention on Human Rights, etc.), proclaiming a person of the highest value, and they laid the proper foundation for the formation of an international humanitarian society.

Thus, the basis for the humanistic development of mankind is laid, which unites the basic concepts of ‘humanism’, ‘humanity’, ‘humanization’, ‘humanization’. In fact, this is the general trend of the world social process, which makes it possible to reduce the risks of the development of technogenic civilization.

As the famous philosopher of our time Viktor Andrushchenko notes: ‘The humanization of higher education is a multidimensional concept. It covers the content of education, methods of obtaining it, its immediate and contextual systemic tasks, the ultimate goal of education, the measure of accessibility, the ability of a person to start a certain educational cycle at any time and stop it, and then resume it again when it is convenient for him, etc. An important point in the humanization of higher education should be not only the development of the person receiving education, but also the development of the social environment in which the specified person has already begun to apply knowledge, or in which he will only begin to work after receiving education.

However, before describing the components of the concept of humanization of higher education, it is necessary to find out its essence. And for this it is necessary to define the concepts of ‘education’, ‘humanization’

² Ярошовець В. Глобальні трансформації соціогуманітарного дискурсу в сучасній парадигмі філософії освіти. *Філософсько-методологічні засади підвищення якості вищої освіти України: європейський вимір*. К.: Педагогічна думка, 2012. С. 137

³ Манько В.М., Манько А.В. Тенденції розвитку вищої освіти України та США. *Вища освіта України*. 2013. №3. Дод.1. Темат. вип. «Педагогіка вищої школи: методологія, теорія, технології». Т. 2. С.170

and 'humanism' in a narrow and broader sense'⁴. In addition, in our opinion, it is worth considering humanization not as an isolated concept with its derivatives or tangent concepts, but in the unity of the cultural educational field.

Humanitarian education is a process of humanocentric and culturocentric education and upbringing, which aims to assimilate the values of culture that form the core of its world view, are an integral part of beliefs and help answer the question 'How to live?' Humanitarian education should solve two main problems:

1) the survival of humanity as a whole;

2) as complete as possible satisfaction of the needs in the education of an individual in order to fully realize his abilities and his own life goals⁵.

To solve the first problem, it is necessary to form a fundamentally new worldview, which should include an awareness of humanity as an integral system and the need for harmonious interaction between humanity and nature, that is, it requires an in-depth dialogue of cultures and environmental education. The second task should be subordinate to the first, and therefore requires a certain degree of social engineering, that is, careful formation of the motivational sphere and value orientations of a person is required.

As Fedor Semenchenko notes, modern humanitarian education is designed to systematically acquaint applicants with the accumulated world cultural knowledge of human society, the local social purpose of the individual, with the essence of culture as a human world, forming the high humanistic qualities of civilized cohabitation in a young specialist. The place and role of the humanities is characterized by their influence on the process of socialization. They should help people understand themselves; find out the psychological mechanisms of their own behavior (psychology), determine the essential characteristics of society, its main elements and laws and principles of interaction between them, the place and role of man in society, the norms of social interaction (social philosophy, ethics, law, sociology); to master the heritage of world and Ukrainian culture (Ukrainian studies, world and Ukrainian culture, cultural studies, religious studies); enrich with world and domestic social experience the laws of historical development of the world society and their homeland (world history, history of Ukraine); learn civilized communication with the environment, live in harmony with nature, protect and maintain it as a condition of joint existence and development (ecology, social ecology); and, finally, to learn to think, to understand the integrity and

⁴ Андрущенко В. Основні тенденції розвитку вищої освіти України на рубежі століть (Спроба прогностичного аналізу). *Вища освіта України*. 2001. №1. С. 14.

⁵ Семенченко Ф. Особливості гуманітарної підготовки і професійної кваліфікації студентів в технічному університеті. URL: <http://www.experts.in.ua>

multidimensionality of the world, the meaning of human existence (philosophy). Therefore, humanitarian development, as a model of social development, will focus on the maximum disclosure of human potential, the creation of decent conditions for the realization of its intellectual, cultural, creative opportunities⁶.

The most important for open education is the principle of humanization of education, which consists in the appeal of learning to a person, in creating conditions for the development of creative individuality. Humanitarian development becomes a system-forming, dominant factor of social development, which affects the education system.

The prerequisite for the success of modernization processes in Ukraine is primarily the integration into the European socio-cultural, scientific and educational spaces, which is directly facilitated by the social and humanitarian training of the future graduate of higher education. With the fact that in Ukraine there is no effective state information and cultural policy that would be aimed at disseminating systemic information about our country and creating a positive image in the EU member states, while we had to put up.

It should be noted that this is generally one of the political directions of the country's activity. At the state level, almost no such work was carried out in Ukraine, with the exception of individual projects mainly initiated by the teaching and scientific community. While most developed countries have a very important place in their own foreign policy gives international cultural policy and public diplomacy. This is manifested in the opening and support of cultural centers and institutions that maintain the country's image at the interstate level, strengthen the innovative research capabilities of the European Union programs, etc.

In the process of adapting foreign experience, it is necessary to introduce only the most effective and already proven Western models, since it is difficult to ensure the effective functioning of the relevant institutions due to differences in the ways of their formation and evolution. The European model of public administration is the result of the evolution of states, constant scientific research and experiments, as well as the coordination of the proposed innovations with representatives of civil society. Therefore, to introduce such a model in Ukraine, it is necessary to use the algorithm of the mechanism for studying the state and directions of improving public administration:

- 1) the study of theoretical and practical aspects in dynamics;
- 2) studying foreign experience and analyzing the possibilities of its use;
- 3) analysis of the impact on performance;

⁶ Концепція гуманітарного розвитку України Проект від 14.03.2008 р. URL: <http://old.niss.gov.ua/Table/konsep.ht>

- 4) identification of the main problems;
- 5) development of proposals for improvement;
- 6) development of draft regulatory documents aimed at implementing the developed propositions⁷.

Confident entry of the state into the civilized world is possible only when the training of specialists for various industries becomes a factor of paramount importance, and not only a qualitative 'provision/receipt of educational services'.

This was emphasized in the conclusions of F. Altbach, expressed at the UNESCO meeting in 2009: 'We are convinced that higher education institutions are the main ones in the world and in the need for strong, functioning post-secondary education institutions to support the knowledge economy, as well as to provide the knowledge necessary for social mobility and economic progress necessary for the societies of the globe. The role of higher education as a good of society continues to be fundamentally important and should be supported. We emphasise this in the report because this aspect of higher education can easily be neglected in the pursuit of income and prestige. The many and varied responsibilities of higher education are key to the well-being of modern society, but this expanded role adds considerable complexity and many new challenges.

Understanding the broader role of higher education in a globalized world is the first step to constructively cope with the problems that inevitably loom on the horizon. An extraordinary problem that stands is the unequal distribution of human capital and funds, which allows some countries to take full advantage of new opportunities, while other countries risk further rolling back'⁸.

If we consider the mission of higher education institutions in general, it should be the creation of conditions for the development of a socially successful individual: to teach to learn, to achieve strong and deep knowledge with the help of modern innovative teaching technologies, where the main role is given to the formation of life-saving and educational competencies; education of highly moral, a harmoniously developed person who will ensure stable, intensive development of society and self-development.

The tasks of fundamental education are to provide optimal conditions for the education of flexible and multifaceted scientific thinking, self-motivation for the development and self-education of the future specialist throughout his

⁷ Модернізація державного управління та європейська інтеграція України : наук. доп. / авт. кол. : Ю. В. Ковбасюк, К. О. Ващенко, Ю. П. Сурмін та ін.; за заг. ред. д-ра наук з держ. упр., проф. Ю. В. Ковбасюка. К.: НАДУ, 2013. С.87

⁸ Altbach P.G. Trends in Global Higher Education: Tracking an Academic Revolution / Altbach P.G., Reisberg L. and Rumbley L.E. *UNESCO*. 2009. C.21

life. This position is implemented in one of the methodological principles of cognition – the principle of continuity. It provides integrity, consistency, consistency of perception of being, is the basis for the formation of strong knowledge, skills, skills in the process of acquiring the highest qualification category. Ivan Zyazyun notes that ‘the implementation of the principle of continuity is largely connected with the possibility of increasing, integrating information about professional progress at the individual personal level in a certain logical sequence and structure’⁹. Thus, the integration of individual and social aspects of the formation of the personality and its activities.

One of the most important practical directions of social and humanitarian education is the revision of the content of education, the reflection in it in an accessible form of the world philosophical and general cultural heritage, philosophical and ethical concepts, the history of science.

The humanization of education also implies an increase in the educational process of the status of humanitarian disciplines with their radical renewal. Alexander Sidorenko continues this idea, noting that ‘humanitarian disciplines are the theoretical basis for the reform of education, the scientific provision of its humanization. The humanistic approach to education is considered in state documents as an opportunity to overcome the main error of the old school – its dehumanization, contempt for the subjects of the educational process, as a cardinal change in the direction of the school in general’¹⁰.

The assimilation of valuable human experience, the ability to freely adapt to the cultural environment and knowledge is greatly facilitated by the study of subjects of the socio-humanitarian cycle. Applicants, studying such subjects socio-humanitarian cycle: history, history of Ukraine, philosophy, sociology, religious studies, history of Ukrainian culture, Ukraine in international relations, psychology, sociology, pedagogy, methodology of higher education, higher education pedagogy, higher school and the Bologna process, Ukrainian language (according to professional orientation), etc.

Due to the study of these disciplines of the socio-humanitarian cycle in the process of formation of future specialists, theoretically such skills as are the basis for the formation of general scientific competencies should be acquired:

- mastering the system of knowledge about the person and society;
- study of society as an integral system;
- study of the main branches of philosophical knowledge, forms of being and ways of knowing the world;

⁹ Зязюн І. А. Філософія педагогічної якості в системі неперервної освіти. *Вісник Житомирського державного університету ім. І. Франка*. 2005. № 25. С. 16.

¹⁰ Сидоренко О. Проблеми гуманізації та гуманітаризації в освітній реформі. *Вища освіта України*. 2001. № 2. С. 63

- study of the general foundations, methods of knowledge, laws and principles of functioning of knowledge;
- study of the historical past and stages of formation of the world space and independent Ukraine;
- formation of patriotism;
- formation of skills of written and oral business communication;
- study of the political and religious life of society in its diverse manifestations;
- study of culture as a social phenomenon;
- influence of psychological factors on personality;
- implementation of educational activities on modern innovative teaching technologies.

In the process of teaching the disciplines of the humanitarian cycle, which contribute to the merger of culture, science and nature, applicants assimilate the system of basic universal human (spiritual, moral, historical and cultural) priorities and values, in particular love as the principle of being, the meaning of a healthy lifestyle of a person, his place and goal in life, self-development and self-improvement, a sense of duty, freedom of creativity¹¹.

The educational process, which is carried out by the Department of Humanities and Social and Humanitarian Disciplines, is organized taking into account the capabilities of modern innovative teaching technologies and focuses on the formation of an educated, harmoniously developed personality capable of constant updating of scientific knowledge, professional mobility and rapid adaptation to changes in the socio-cultural sphere. To do this, it is necessary to teach meaningfully to read, listen, analyze, only then the applicant learns, learns, experiments, acquires oral and written speech skills. These are ideal conditions for the formation of thought and speech mechanisms. Thus, young people form and develop a system of relationships subject – subject interaction.

A key role in satisfying the idea of reforming the higher education system in Ukraine belongs to the teacher. An essential prerequisite for optimizing the educational space is active participation in innovative processes, since the latter are focused on a qualitative change in the education system. The effectiveness and specificity of interaction in the system ‘applicant-teacher’ is determined by the link of components that belong to the individual psychological characteristics and properties of the individual. The ability of the teacher to psychological and pedagogical influences, the necessary level of skills to the psychological solution of educational situations in the learning process, the prediction of the consequences of his own actions and situational

¹¹ Балл Г.О. Гуманістичні засади педагогічної діяльності. К.: Педагогіка і психологія, 1994. С. 3– 4.

manifestations, given the level of personal development of the applicant, makes it impossible to irresponsible attitude to the study of subjects of the socio-humanitarian cycle in higher educational institutions of any direction.

The main task of the modern teacher of higher education is to teach to learn, to create an atmosphere of responsibility, to direct each applicant to conscious self-training. This decade ago, the authors of the work 'Modernization of Higher Education in Ukraine and the Bologna Process' drew attention to this – 'the main thing is to formulate a train and a creative attitude to learning, to create appropriate conditions for this. That is why Western universities organize round-the-clock work of libraries, the Internet and other learning infrastructure to ensure the independent work of applicants. The teacher, therefore, does not act as an classroom lecturer, but rather a coach who develops a game plan, exercises, gives advice and controls the work of the team'¹².

Independent work is recognized by scientists as the most productive and relevant form, method, reception, means, condition, educational activity, etc. It goes beyond the audience, but is a convenient and logical form of management and self-management of independent educational and cognitive activities of applicants, as well as an integral part of the educational process, which significantly affects the effectiveness and effectiveness.

System analysis of literature suggests that the present requires the teacher to radically update the content of educational material, changing approaches and paradigms, creating new models of learning that will ensure the development of professional skills and encourage self-improvement of acquired competencies and their adequate application. Meanwhile, the dynamism of the development of educational technologies gave us such a variety that the teaching system gradually acquires new features, where methods and techniques prevail, providing for the active participation of the applicant in the process of mastering the educational material.

In the educational system of Western Europe, starting from the 50s. The twentieth century, widely used techniques like the 'case method'. They came to the Ukrainian space only at the beginning of the 21st century.

Together with them, such interactive teaching methods as quizzes, discussions on legal problems, presentations, role-playing and business games, the icebreaking method, situational methods – debates, forums, conferences – began to be mastered in the methodology of teaching the disciplines of the social and humanitarian cycle. This group of methods usually has its drawbacks (a long time for training, lack of discipline during the lesson) in comparison with the classical ones, but these drawbacks also

¹² Степко М.Ф., Болюбош Я.Я., Левківський К.М. Модернізація вищої освіти в Україні і Болонський процес. *Освіта*. 2004. №38. С. 12–17.

contain advantages – the development of critical thinking, the formation of skills for making important decisions on solving professional problems, the upbringing of a sense of responsibility. With this method of teaching, applicants not only read or tell the learned material, but gain experience with its application, since active interactive techniques contribute to the development of the worldview of the individual, his creative potential, motivation, value orientations and interests.

Combining situations or a plurality of solutions to the same scenario in a seminar session will benefit more than revealing three questions learned from a textbook. The analysis of scientific approaches to the essence of interactive learning makes it possible to generalize that one of the options for communicative technologies with well-organized feedback of the subjects of the educational process, with a two-way exchange of information between them on the basis of dialogical interaction.

Thus, according to scientists, in the professional training of future specialists it is advisable to use special workshops on socio-psychological training, holistic training programs aimed at achieving specific goals, which as a result are concentrated in training of motivation and personal growth; influence and opposition to influence; formation of constructive thinking and self-reflection of one's individuality; acquisition of communicative competence in the field of business interaction and professional communication; predicting behavior and overcoming conflicts; development of self-confidence and development of reflexive skills and skills¹³.

Integration of knowledge in the process of teaching humanities from the point of view of a competent approach is an important means of achieving the unity of knowledge in the following forms: meaningful, structural, logicgnoseological, scientific, organizational, partly methodological, etc. The main task of the teacher at the same time is to bring to the understanding of the main idea of integration of language, sociological, strategic, historical and educational material, its compaction, the establishment of dependencies and connections.

The establishment of these connections has a significant impact on the development of analytical and prognostic abilities of the individual, which is the basis for building a professional core¹⁴.

¹³ Коломієць Н. А. Інтерактивне навчання: сутність, основні засоби реалізації. *Наукові записки: збірник наукових статей Національного педагогічного університету ім. М. П. Драгоманова*. К. : НПУ ім. М. П. Драгоманова, 2006. Вип. LXII(62). С. 88.

¹⁴ Лесик Г.В. До питання про реалізацію компетентісного підходу у процесі викладання гуманітарних дисциплін у вищій школі. *Вища освіта України: теоретичний та науково-практичний часопис*. К.; Запоріжжя: Класичний приватний університет, 2011. №1. Тематичний випуск: 91 «Наука і вища освіта: технологія взаємодії та інтеграції». 294 с. С. 162–168.

However, it is necessary to stop and on that aspect of problems of disciplines which have cognitive, worldview load. We fully share the opinion of Ivan Vakarchuk regarding the duplication of school courses of the Ukrainian language, the history of Ukraine in university practice. The content of these disciplines should be significantly revised in order to improve the quality of training of the future specialist and to actualize his interest in studying subjects. As for the Ukrainian language in a professional direction (business Ukrainian language), it should be the study of the features of the use of the language for each of the specific specializations, the stylistic integrity of the statement, the ability to edit your own texts, etc. The same applies to a foreign language, the high level of proficiency of which is a prerequisite for free access to international information both at the stage of training and further professional activity, and for barrier-free personal communication and ensuring the mobility of applicants.

It is advisable, in our opinion, to replace the narrowly directed compulsory course 'History of Ukraine', which directly duplicates the school course, with a more fundamental course 'History of Ukrainian culture', where 'by the word' culture 'should be understood not only artistic activity or literary creativity, but the whole way of life of the Ukrainian community, including culture political, religious, military, scientific. It is this course that will provide an opportunity to see the history of Ukrainian culture in all its multicolor and tortuosity, outline ties with the European and world context. To the worldview of compulsory disciplines as part of the general culture of a graduate of any university, it is natural to include a course in philosophy, which, probably, should also cover the history of intellectual ideas. We come to the conclusion that the humanitarian component of higher education should provide for the mandatory nature of the following courses:

- Ukrainian language;
- history of Ukrainian culture;
- foreign language;
- philosophy.

And the rest of the worldview courses – to offer applicants a choice, from a list that covers the entire humanitarian component'¹⁵. Therefore, the optimization of the educational process, even at the stage of its design, will focus on the process of implementing the acquired knowledge in practice; creation of an environment for the active life of applicants aimed at creative self-development and self-realization of the individual, in particular in the professional development of future specialists.

¹⁵ Вакарчук І. Якість освіти і вільна траєкторія студента. URL: <http://www.pravda.com.ua/articles/2009/04/28/3910314/>

Considering the components of the subjects of the humanitarian cycle, M. Babyshyna identifies the following components: motivational-cognitive, operational-prognostic and integrated.

The motivational cognitive component of humanitarian subjects focuses on communicative goals and tasks that are used by applicants in various situations of written and oral communication.

The main purpose of such a component is to help future specialists assess their own level of training. The operational and prognostic component contributes to the formation and development of methods of activity and occupies a significant place in the mastery of individual activities.

This will help future specialists in working with business documentation. The integrated component of the subjects of the socio-humanitarian cycle is aimed at mastering the skills of professional communication, the ability to lead a discussion, lead a team, master the methods of communication, provide orders, draw up documents, conduct meetings, participate in the process of communication in various life situations¹⁶.

Note that in the process of studying socio-humanitarian disciplines, the load is distributed not only on the development of communication skills, which enable the motivated use of language tools, but also contribute to the versatile development of applicants, the disclosure of their creative abilities.

Academician Yuri Babansky argued that verbal teaching methods are more successful than others in solving problems in the formation of theoretical and factual knowledge, verbal thinking and language.

This statement is also substantiated by the modern researcher Evgenia Malkova, who notes that the focus is in the design of an effective language lesson, that is, the implementation of the design and planning function as part of methodological competence. In modern conditions, a language lesson is, first of all, a unique form of organizing the cognitive activity of applicants. Its uniqueness lies in the manufacturability of the developing effect of the occupation. In the foreground is put forward not the formal organization of the lesson on the transfer of the sum of knowledge, but the purposeful information interaction of the teacher and applicants, who receive mutual pleasure from meeting each other for a certain period of time within the framework of personality-oriented learning and self-development in the triad of information – knowledge – understanding. Modern language training is not effective if it does not have a technological basis, if it is not designed, if it is not calculated for all stages with clearly verified didactic goals, educational and developmental tasks, taking into account the psychological and

¹⁶ Бабишена М.І. Роль соціально-гуманітарних дисциплін у процесі становлення майбутніх судових офіцерів. URL: <http://academy.ks.ua/konfer/articles/1/1.pdf>

pedagogical characteristics of a particular group of applicants and everyone in particular.

In general, the return to the humanities of the basic and fundamental functions in the modeling of higher education will avoid final losses in the spiritual and intellectual sphere. So, in the philosophical and pedagogical thought of modern times – both foreign and domestic – a position was formed on the functions of humanitarian education in the information society:

- to prepare a person for life outside the profession, since the dynamics of the development of society dictates the need for professional changes throughout life;
- to prepare representatives of different professions for social communication, which dictates the need for a priority orientation of young people to universal values, moral responsibility, which will make it possible to understand each other for the effective solution of social problems;
- contribute to the formation of a positive personal philosophy, the ability to self-organization, increase the overall culture of applicants;
- prepare a new generation for life in a multicultural society based on the principles of democracy and the ideals of social harmony and social justice.

The authors of the monograph 'Social and Humanitarian Education: Orientations, Practices, Resources for Improvement' D. Konstantinovskiy, E. Voznesenskaya, O. Dymarskaya, G. Cherednichenko express a reasonable opinion that assessing the state and prospects of social and humanitarian education, the effectiveness of its teaching in general, one cannot do without clarifying issues related to the position of those to whom it is directed. And they note that according to the results of the study, it turned out that relatively few mentions are collected by such an area of socio-humanitarian knowledge as history (12.4%). According to the respondents, there is almost no demand among young people for such areas of social and humanitarian knowledge as philosophy and literature (5.2% each), traditionally considered the core of any humanitarian education. And in last place is pedagogy (1%). When assessing the demand for individual social and humanitarian ideas of young people, that knowledge from the labor market of the ranks of disciplines is somewhat shifted in comparison with the assessment of demand from young people.

Ahead by a wide margin of other information technologies (82.5%), and the subsequent block of very popular areas of social and humanitarian knowledge is represented by the following set (frequency of mentions from 57.7% to 60.8%): management and management, public relations, advertising and marketing, foreign languages, practical psychology, economics and finance.

Such data indicate the need to optimize the teaching of the disciplines of this cycle, improve their content and provide the applicant with the opportunity to choose an individual trajectory of development.

At the initiative of the Ministry of Education and Science of Ukraine, several fundamental documents were created and a number of resolutions and programs were adopted, updating the entire system of education and upbringing. First of all, it is an intersectoral perspective program 'Education of the XXI century', 'Principles of humanitarian education in Ukraine', the concept 'Fundamentals of National Education', State Program 'Teacher', Concept of Continuous Pedagogical Education, State Program for the Development and Functioning of the Ukrainian Language for 2004 – 2010', 'Strategy for Reforming Education in Ukraine', 'Program Global Education with a Cosmic Vision of Life', 'Concept of Humanitarian Development of Ukraine for the Period up to 2020'.

The National Strategy for the Development of Education of Ukraine for the Period 2012-2021, which asserts the need to reform the education system from the standpoint of its humanization and actualizes the problem of revising the psychological and pedagogical principles of the activities of educational institutions. The long-awaited document – the Law on Higher Education – does not leave this problem unattended.

Optimization (from lat. *optimus* – 'best') generally means choosing the best, most favorable option from a variety of possible conditions, means, actions, etc¹⁷. If optimization is transferred to the learning process, it will mean the choice of its methodology, which ensures the best results with minimal time and effort of the teacher and the applicant under certain conditions. Optimization is achieved not by some good, successful method.

It is a conscious informed choice of a teacher of one of many possible options. Analysis of university practice showed that the process of optimizing teaching is at the stage of formation. It is characterized by an active search for activities by the teaching staff that could overcome the problems, difficulties and shortcomings that arise in the learning process. However, individual teachers do not seek productive cooperation with applicants, the choice of rational methods and forms of pedagogical interaction. The results of the study indicate that about half of the teachers in their pedagogical practice use stereotypical methods and teaching methods.

To assess the optimality (or suboptimality) of the methodology of the educational process, it is necessary to determine its criteria. YU. Babansky and M. Potashnik identified the following criteria:

1. Maximum possible results in the formation of knowledge, learning skills and abilities.

¹⁷ Державний стандарт вищої освіти. URL: www.mon.gov.ua/laws/_1247.doc

2. The minimum necessary time spent by students and teachers to achieve certain results.

3. The minimum necessary effort to achieve certain results in the allotted time.

4. Minimal, compared to typical, costs of funds to achieve certain results in the allotted time.

The results of the analysis of fundamental scientific works, normative documents and the current state of social and humanitarian training as a component of professional education in higher education allowed us to identify a number of contradictions between:

- public demand for increasing the general culture of applicants as the basis of their professional formation and the fragmentation of the presentation of social and humanitarian knowledge in the educational space of higher education;

- the need to modernize social and humanitarian training, improve and update the content of socio-humanitarian disciplines on the basis of interdisciplinary integration and the traditional pre-centrist approach to the formation of their content;

- insufficient consideration of innovations in the process of developing the content of social and humanitarian disciplines in institutions of higher education in order to achieve continuity, continuity, consistency and inconsistency with educational programs of various educational levels within the framework of social and humanitarian training.

Based on the existence of contradictions in the organization of the educational process and the need to focus it on training specialists according to European standards, there is a need to update the educational process.

Based on the principles of optimizing the educational process, it should be noted that the process of forming the professional competence of future specialists, graduates of higher educational institutions, should end with the acquisition of professional skills without bypassing the planning (design) of work; implementation of training sessions; use of didactic and technical means training; conducting psychological and pedagogical diagnostics and generalizing its results; work with a personal computer, etc.

It should be noted that regardless of the direction and chosen specialty, high school graduates must have certain teacher skills, because in the future they apply for leadership positions and must acquire psychological and pedagogical skills for effective leadership. Therefore, the pedagogy of all aspects of training future specialists is extremely important.

According to the website 'State for Society' for the successful reform of the Ukrainian education system in the context of the leading trends in the development of the European educational space, it is necessary:

- to effectively solve the problem of reforming vocational education and training qualified specialists in accordance with the needs of the national economy, it is advisable jointly to the Ministry of Social Policy of Ukraine and the Ministry of Education and Science of Ukraine with the involvement of scientists and public organizations to develop and implement a system of prospective forecasting of employment;

- taking into account the criteria of the National Qualifications Framework, to determine specific competencies for different educational levels (basic secondary education, complete secondary education, degrees of higher education);

- radically revise the system of the state order for training specialists with bringing it in line with the real needs of the national economy and the widespread use of market mechanisms (lending, cooperation with private sector enterprises, foreign economic activity);

- continue to work on optimizing the institutional structure of higher education in order to strengthen its connection with science and production through the significant optimization of the existing HEI network and the allocation of leading HEIs (5-10% of today's total) that are active in scientific and innovative activities;

- create the necessary conditions for the organization by universities, institutions of NASU and branch academies of sciences of joint educational and scientific centers, their implementation of important scientific programs, in particular international ones, support of innovative projects;

- provide for scientific collectives the possibility of creating enterprises in a simplified manner for the commercialization of the results of scientific activity, taking into account the interests of the state, relevant scientific or educational institutions;

- in order to strengthen the research and innovation components in Ukrainian education, it is necessary to provide universities with real autonomy both in academic and research, and in economic terms, primarily in the sense of free disposal of the funds involved without significant restrictions on the conduct of scientific, educational and innovation activities¹⁸.

The countries that took part in the international project 'DeSeCo' decided on a list of key competencies inherent in these education systems. So, teachers in Australia distinguish the following key competencies: subject, personal, social, methodological; Belgium – social, positive attitude, ability to act and think independently, motivational, mental mobility, functional; Finland – cognitive, ability to operate in conditions of change and motivation, social,

¹⁸ Реформування української системи освіти в контексті провідних тенденцій розвитку європейського освітнього простору. *Держава для суспільства*. URL: <http://www.govfor.com/index.php?id=353>

personal, creative, pedagogical, communicative, administrative, strategic, ability to act in parallel in different directions; Germany – intellectual knowledge, knowledge that can be applied, educational, methodological or instrumental, key, social competence and value orientations; The Netherlands – the development of the individual, the development of a responsible citizen, the preparation of the individual for the labor market¹⁹.

According to the documents of the Council of Europe, several other varieties of key competencies are distinguished: multicultural, informational, social, political, communicative, general cultural, cognitive and intellectual, labor (entrepreneurial), household.

The Memorandum of Continuing Education of the European Union stresses that a successful transition to a knowledge-based economy and society must be accompanied by a process of continuing education, that is, lifelong learning.

Thus, Member States of the European Union have defined educational activities as those carried out on a continuous basis and aimed at improving knowledge, skills and professional competence; becomes the basic principle of the educational system and human participation in it throughout the continuous process of its educational activity. Modern requirements for the formation of a specialist are formulated in the list of competencies, including competencies of socio-personal, instrumental, general scientific and professional²⁰. Social and personal competencies imply the formation of a stable worldview, the correct perception of the problems of the development of society and spiritual culture, the formation of political consciousness and active citizenship, sociability and tolerance, the ability to self-improvement, environmental literacy, perseverance in achieving the goal.

Instrumental competencies include the formation of the ability to write and oral communication in the native language, knowledge of another language, computer skills, research skills. General scientific competencies provide for the acquisition of knowledge of the foundations of philosophy and psychology, which contribute to the development of the general culture of the individual, knowledge of national history, culture and law, knowledge of the fundamental sciences to the extent necessary for successful mastering of technical processes and the ability to use them in the chosen profession, knowledge of modern information technologies and skills of using software.

Consequently, modern educational practice requires rapid adaptation to the new value parameters of education, which are constantly changing. The

¹⁹ Боришевський М.Й. Духовні цінності в становленні особистості громадянина. *Педагогіка і психологія*. 1997. № 1. С. 144

²⁰ Сисоєва С.О. Неперервна професійна освіта у документах Європейського Союзу. К., 2009. С.132.

solution to this problem is facilitated by the formation of a person's value attitude to the development of social and humanitarian space, which occurs under the influence of real life practice in the presence of internal human activity, which allows consider culture as a world of ideals, projects, models and as a world of practical and spiritual interaction of people, the subject of which is itself.

As a result, there is a need to optimize the educational process, where special attention should be given to the design stage – the process of implementation in practice will depend on what principles the teacher will lay in the reality created by him. This is the basis for building a social and humanitarian attitude to the environment and behavior of participants in the pedagogical process, subject to a special direction of efforts. Deep changes in society are an evolutionary and long-term process. However, as a result of such changes, there are also rapid transformations that accompany the emergence of a new cultural era.

For the productive use of the external environment of the educational institution, it is necessary to know about the situation in society, about the conditions necessary for the development of communication policy. One of the reasons for the emergence of problems in the field of social and humanitarian development of Ukraine is a decrease in the state's participation in supporting programs related to social and humanitarian development, and as a result – a decrease in its influence on the formation of life values and orientations of the population.

Taking into account that the process of modernization of the education system today is non-systemic, the generalization of the experience of educational reforms in the historical aspect is designed to contribute to the development of certain conclusions and recommendations on the way of further optimal transformation of the higher education system into a means of forming an intellectual Ukrainian society, the main pedagogical actions to optimize the educational process will be as follows:

- integration and specification of tasks;
- generalization (selection of the main one);
- interdisciplinary coordination;
- choice of options based on their comparative assessment;
- differentiation and individualization of the educational process;
- humanization;
- create the necessary conditions;
- combination of management and self-government;
- operational regulation and adjustment of the process;
- evaluation of its results according to established criteria;
- consistency and graduality of the innovation process.

The study of subjects of the social and humanitarian cycle combines knowledge from different spheres of scientific knowledge, forms a complete picture of the world. The purpose of the socio-humanitarian cycle of subjects as a component of the modern educational system is to form a person's worldview that would best combine his professional activity with the general worldview values underlying this system. Therefore, in our opinion, it seems quite natural to consider the improvement of the content of the cycle of social and humanitarian disciplines in the context of European integration, where the axiological approach should become the basis for building plans, programs and textbooks.

Training courses of the social and humanitarian cycle of disciplines should be flexible enough and focus on practice as much as possible. At the same time, their study should be closely linked with the assimilation of general and special disciplines. The emergence of such interdisciplinary relations of subjects will allow applicants to master modern methods and means of scientific activity.

So, on the path of transformation of the Ukrainian education system, the following steps are needed:

1. The state should form a strategy of priority scientific and technological development in the form of national programs based on the involvement of domestic production, science, education and business in a single monolithic complex.

2. It is necessary to eliminate significant structural inconsistencies between the needs of the economy and the volume and structure of training and retraining of specialists through strategic planning of the development of priority sectors of the economy and their balanced staffing. The state order must meet these needs.

3. Comprehensive improvement of the four main links of education: vocational, special-technical, higher and postgraduate. Adaptation of the national system of higher education to the needs of society and the labor market.

4. Recognition of the role of universities as key institutions of society, which should devote themselves to the search and dissemination of the latest objective knowledge, providing society with intellectual guidelines.

5. Creation of a modern information infrastructure of education and science with its connection to European computer networks and information resources, effective scientific and technological cooperation between Ukraine and Europe.

In our opinion, it is also necessary to develop and implement comprehensive programs of regional cooperation with Poland, Hungary, Slovakia, Romania; determining the prospects for cooperation in social and humanitarian programs, the implementation of collective projects, stimulating the teamwork of students during classroom and extracurricular activities;

opening of personal sites of teachers in order to introduce interactive counseling for students.

It is not superfluous to place on the websites of higher education institutions annotations for disciplines both variable and invariant, and to give the right to applicants to choose variable courses. Such annotations must contain information about the knowledge and skills that the applicant acquires as a result of listening to the corresponding course.

The sequence of teaching the disciplines of the socio-humanitarian cycle may vary. On the site 'Humanization of higher education'²¹ the proposed sequence is also quite acceptable and reasonable. In junior courses, it is better to teach history and cultural studies, which gives applicants an idea of the development of civilization. Further, for the development of abstract thinking skills, it is necessary to teach philosophical disciplines (the history of philosophy, general theoretical problems of modern philosophy, logic, etc.), which are read in the form of basic and special courses. Complete the humanitarian course of the first degree of higher education apparently follows such disciplines as economic theory, sociology, political science and psychology, giving an idea of the logic of economic and social processes.

The strategy for the development of the national education system should be formed adequately to modern integration and globalization processes, the requirements of the transition to a post-industrial civilization, which will ensure the sustainable movement and development of Ukraine in the first quarter of the 21st century, the integration of the national education system into the European and world educational space²².

So, in the conditions of European integration of Ukraine, social and humanitarian education is important for the formation of value orientations of youth, taking into account the specifics of the content and peculiarities of the perception of educational material. Therefore, one should resort to more careful selection and rationing of curricula and programs, paying attention to avoiding duplication of school courses in higher education. These measures will make it possible to increase the interest and motivation of applicants, strengthen the role of individualization and independence in the learning process.

The cycle of social and humanitarian disciplines in higher education should be connected by a single cultural field, the traditions of world and national culture. Thus, a graduate of higher education institutions, having mastered functional and professional knowledge, will not feel the extra burden of the hours served by the cycle of humanitarian disciplines, and the criteria of morality, spirituality, humanistic values will become the determining basis

²¹ Гуманізація вищої освіти. URL.: <http://ukrefs.com.ua/page,2,105189–Gumanizaciya-vysshego-obrazovaniya.html>

²² Про Національну стратегію розвитку освіти в Україні на період до 2021 року. Указ Президента України № 344/2013. URL.: <http://president.gov.ua/documents/15828.html>

of ethical behavior and motivation of the individual in different planes of its activity²³.

Therefore, to implement the idea of updating educational systems, it is necessary to optimize social and humanitarian training in accordance with certain theoretical and methodological foundations for the following parameters:

- making changes to the nomenclature of disciplines in the curriculum that form the structure of training;
- representation of social and humanitarian knowledge in the educational process according to the principles of systemicity, complexity, terminological unity, afragmentarity;
- use of new approaches to the selection, systematization, adaptation and didactic reduction of historical and cultural material in the design of the cycle of social and humanitarian disciplines as didactic integrity;
- expansion of the problems of the cycle of socio-humanitarian disciplines;
- avoid duplication and difference of methodological approaches due to coordination in the middle of the cycle;
- coordination and coordination of educational material related socio-humanitarian disciplines.

In order to improve the level of teaching and optimize the cycle of socio-humanitarian subjects, it is quite motivated to develop textbooks and manuals, use media and Internet resources in the educational process of higher education; increasing the time for applicants to independently master the disciplines; changing the role of the teacher from lecturing to tutoring.

Such ways of improving the teaching of subjects of the socio-humanitarian cycle with their own achievements, tested methods and technologies of learning, emphasis on historical experience are consonant with pan-European approaches.

CONCLUSIONS

So, we can conclude that the legal regime of martial law has set new tasks for the educational community aimed at improving the socio-humanitarian training of higher education applicants. That is why, in the context of training future specialists, the following should become guides to teaching the cycle of social and humanitarian disciplines in Ukraine:

- implementation by the state of an effective socio-humanitarian policy that will ensure the effective implementation of the strategy of social and humanitarian training;

²³ Національна стратегія розвитку освіти України на період 2012–2021 pp.: URL.: <http://www.mon.gov.ua/images/files/news/12/05/4455.pdf>

– updating the state standard of modern language education, which will make it possible to raise social and humanitarian training to a qualitatively new level;

– consolidation of efforts of scientists, teachers, parents, which should be aimed at solving urgent problems of social and humanitarian training;

– the introduction of promising educational technologies. Promising areas for further development are the creation of training kits to ensure effective socio-humanitarian training of future specialists of various specialties in higher education.

To effectively implement these educational trajectories, you need to take several steps. First, it is necessary to update the basic concepts of development in the educational and information spheres. Secondly, to accelerate the solution of urgent issues in the education system, in particular regarding the insufficient convergence of scientific research and higher education, the inconsistency of the existing HEI network with European requirements. Thirdly – to create a multi-level system of organization of social and humanitarian training, development of integrated components of a multi-level system, which will lead to deepening and harmony of connections between different components of the educational process.

In our opinion, only such progressive steps will allow the national education system under the legal regime of martial law to overcome all the challenges and improve the system of social and humanitarian training to form consciousness and raise the intellectual level of Ukrainian citizens.

SUMMARY

The article explores the leading directions aimed at improving the socio-humanitarian training of higher education applicants for the period of the legal regime of martial law. In particular, the authors emphasize that now the modern Ukrainian community has a difficult double task: to preserve all the positive achievements and experience in the educational environment and to enrich it with innovative achievements of European and world educational environments, to harmoniously coordinate them with Ukrainian realities. The conclusions form the main steps for the implementation of this task, namely, updating the basic concepts of development in the educational and information spheres, solving urgent issues in the education system and creating a multi-level system for organizing social and humanitarian training, the task of which will be the formation of consciousness and raising the intellectual level of citizens of Ukraine.

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