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Contents

Зміст

CURRENT GLOBAL DEVELOPMENTS IN EDUCATION

ПОТОЧНІ ГЛОБАЛЬНІ ПОДІЇ У ГАЛУЗІ ОСВІТИ

Emotional artificial intelligence in teacher education: a new dimension of teacher-student interaction

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Abstract

The article explores the potential of Emotional Artificial Intelligence in higher teacher education. In the context of the digital transformation of education, Artificial Intelligence technologies play a crucial role in personalizing learning, enhancing teacher-student interaction, and adapting the educational process based on students' emotional states. The study examines the fundamental principles of Emotional Artificial Intelligence, emotion recognition methods (computer vision, voice analysis, biometric technologies), and their application in educational contexts. The advantages of implementing this technology in pedagogical universities are analyzed, particularly its ability to improve feedback between students and teachers, foster a more supportive emotional learning environment, and increase student motivation. Special attention is given to the challenges of integrating Emotional Artificial Intelligence into the educational process, such as ethical concerns regarding data privacy, technological limitations, and potential resistance from educators and students. The study identifies future research directions, including improving emotion recognition algorithms, developing ethical standards for the use of emotional data, and integrating Emotional Artificial Intelligence into digital learning platforms. The findings highlight the significant potential of Emotional Artificial Intelligence in pedagogical education to create an adaptive and emotionally responsive learning environment.

Keywords: Emotional Artificial Intelligence, personalized learning, teacher education, adaptive learning, emotional interaction, digital technologies

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Емоційний штучний інтелект у педагогічній освіті: новий вимір взаємодії викладача і студента

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Анотація

Стаття присвячена дослідженню можливостей використання емоційного штучного інтелекту у вищій педагогічній освіті. У сучасних умовах цифрової трансформації освітнього процесу технології штучного інтелекту відіграють ключову роль у персоналізації навчання, покращенні взаємодії між викладачем і студентом, а також адаптації навчального процесу відповідно до емоційного стану студентів. У роботі розглядаються основні принципи функціонування емоційного штучного інтелекту, методи розпізнавання емоцій (комп'ютерний зір, аналіз голосу, біометричні технології) та їхнє застосування в освітньому контексті. Аналізуються переваги впровадження цієї технології у педагогічні університети, зокрема її здатність сприяти ефективнішому зворотному зв'язку між студентами та викладачами, покращенню емоційного середовища навчання та підвищенню рівня мотивації студентів. Окрему увагу приділено викликам інтеграції емоційного штучного інтелекту у навчальний процес, таким як етичні питання конфіденційності даних, технічні обмеження технологій та можливий опір з боку викладачів і студентів. Визначено перспективи подальших досліджень у цій сфері, включаючи вдосконалення алгоритмів розпізнавання емоцій, розробку етичних норм використання емоційних даних та інтеграцію емоційного штучного інтелекту у цифрові платформи навчання. Результати дослідження свідчать про значний потенціал застосування емоційного штучного інтелекту у педагогічній освіті для створення адаптивного, чутливого до емоцій студентів навчального середовища.

Ключові слова: емоційний штучний інтелект, персоналізоване навчання, педагогічна освіта, адаптивне навчання, емоційна взаємодія, цифрові технології

Statement of the problem. Modern education is undergoing radical changes under the influence of digital technologies, which are gradually shaping new approaches to learning and interaction between participants in the educational process. The integration of technologies into the sphere of education contributes to the expansion of learning opportunities and makes it more accessible, personalized, and effective. Artificial intelligence, big data, augmented and virtual reality, as well as automated systems for analyzing educational processes, are gaining particular importance. One of the newest and most promising areas of technological development is emotional artificial intelligence (AI), which is capable of not only analyzing a student's educational activities but also recognizing his emotional state and adapting the educational process to individual needs.

The transformation of education under the influence of digital technologies requires a rethinking of traditional approaches to teaching and learning. Standardized teaching methods, which were previously based on the same approaches for all students, are gradually giving way to adaptive learning, which takes into account the cognitive characteristics, emotional state, and level of motivation of each student (Lazarenko & Hapchuk, 2024). In this context, emotional AI can play a key role, as it allows you to analyze non-verbal signals of the student, such as facial expressions, tone of voice, changes in behavior, level of engagement, and stress. Thanks to this, you can respond in a timely

manner to learning difficulties, offer additional support, or change teaching strategies (Emotional Intelligence in AI | the Princeton Review, n.d.).

Such a transformation is especially important in higher pedagogical education, where future teachers form their professional skills, in particular communicative, emotional-intellectual, and analytical. The use of emotional AI in the training of teachers will contribute to the development of their empathy, improve interaction with students, and increase awareness of the importance of emotions in the learning process. A modern teacher must be not only a carrier of knowledge but also able to effectively respond to the emotional state of students, creating a favorable environment for learning.

An additional advantage of the technological transformation of education is the possibility of creating flexible curricula that adapt in real time. AI-based systems can analyze student progress, identify difficulties, and offer personalized recommendations. This is especially important for distance and blended learning, which is actively developing in connection with global challenges such as pandemics or changes in the structure of the labor market.

Despite the numerous advantages, the introduction of technologies into the field of education is accompanied by certain challenges. In particular, the issue of the ethics of using AI, preserving the privacy of student data, as well as the readiness of teachers to work with new digital tools, arises. In addition, it is necessary to take into account the risk of excessive automation of education, which can lead to a decrease in interpersonal interaction between teachers and students. That is why it is important to consider technological innovations not as a replacement for traditional education, but as a means of improving it and adapting it to modern realities (Zhao & Yu, 2024).

In general, the role of technology in the transformation of education is extremely significant, as it opens up new opportunities for personalizing learning, increasing its efficiency, and improving emotional interaction between teacher and student. Emotional AI in this context becomes a tool that can significantly improve the quality of education, especially in pedagogical universities, where future teachers are formed who are able to work in the conditions of a new educational reality.

Analysis of recent research and publications. The relevance of the problem of using emotional AI in pedagogical education is growing against the background of the development of technologies that are actively changing the educational environment. In modern conditions, when the integration of AI into various aspects of education is becoming key, the issue of using emotional AI is gaining increasing importance. Emotional AI allows you to create personalized and adaptive learning environments that take into account the emotional state of students, which, in turn, helps to increase the efficiency of the educational process. Technologies that are able to recognize students' emotions can become the basis for creating systems that not only provide optimal conditions for learning material, but also help teachers respond in a timely manner to possible problems, such as stress or alienation of students. However, research into the use of emotional AI in an educational context remains at the initial stages. The high potential of this technology, although noted in general AI research, has not yet been thoroughly studied and applied in the field of higher education, in particular in the context of pedagogical education. Existing works that consider the use of emotional AI in other areas, such as medicine or business, provide important approaches, but need to be adapted to the specifics of the educational process. For example, studying the role of emotions in the educational process and teacher-student interaction through AI technologies can be an important step in improving the quality of education and optimizing pedagogical strategies. Studies such as Banafa (2024), Shrivastav (2024), Gordo (2024), and others focus on general issues of emotional AI and its application in various fields, but they do not pay enough attention to specific aspects of its implementation in education. At the same time, the growing role of AI in education, in particular through automated assessment and adaptive learning (Lazarenko & Hapchuk, 2024; Tan et al., 2024), creates the prerequisites for further research and implementation of emotional AI in the educational process, in particular in teacher education. Research at the intersection of emotional intelligence and AI technologies in the educational context is an important area for the development of innovative pedagogical approaches that can improve student-teacher interactions, increase learning effectiveness, and reduce student stress.

Research papers such as those presented by Mayrene et al. (2024) and Meylani (2024) open up prospects for the application of emotional AI in studies of student-technology interactions in the educational process, but do not yet fully address the issue of integrating these technologies into higher pedagogical education. Therefore, despite the existence of developments in the field of general AI, emotional AI in the context of pedagogical education remains an understudied area, which emphasizes the relevance of research on this issue.

The purpose of the article is to explore the potential of emotional AI to improve teacher-student interaction in the field of teacher education.

Summary of the main material. Emotional AI or Affective AI is a branch of AI that studies the imitation, recognition, and analysis of human emotions to improve the effectiveness of human-technology interactions. Its main goal is to provide artificial systems with the ability to identify the emotional state of the user, adapt behavior according to the received data, and create more natural and effective forms of communication between humans and machines. This is achieved through the use of technologies such as computer vision, natural language processing, machine learning, and biometric data analysis (Banafa, 2024).

A key element of emotional AI is the ability to recognize emotions, which is carried out based on various parameters. In particular, computer vision algorithms analyze facial expressions, facial microexpressions, and body movements, which allows you to identify emotions such as joy, sadness, anger, surprise, or fear. Natural language processing technologies, in turn, allow us to identify emotional states based on the tone of voice, speech rate, and lexical structures used by a person. Additionally, emotional AI can use sensory data, such as analyzing heart rate, skin conductivity, or changes in body temperature, to more accurately determine the user's level of stress or anxiety (Banafa, 2024).

The significance of emotional AI in the modern world is multifaceted and goes beyond purely technological applications. Its implementation helps improve the interaction between a person and digital systems, making it more intuitive, personalized, and effective. This is especially important for areas where communication and emotional intelligence play a key role, such as medicine, business, psychology, and education. In medicine, emotional AI helps detect signs of depression, anxiety disorders, or cognitive impairments, which allows doctors to respond more quickly to a patient's condition. In the business sphere, such technologies are used to improve the customer experience, in particular in chatbots and voice assistants that can react to the user's mood and adapt the tone of the response (Shrivastav, 2024).

However, emotional AI acquires particular importance in the educational environment, where the interaction between a teacher and a student has not only a cognitive but also an emotional dimension. The use of such technologies allows for the creation of adaptive learning platforms that analyze the level of engagement and motivation of students in real time. For example, if a student shows signs of fatigue, the system can suggest a change in the pace of learning, additional explanations, or interactive exercises to maintain attention. The teacher, in turn, receives feedback on the emotional state of the audience, which allows him to timely adjust his teaching approach (*Issues—Emotional AI Lab, n.d.*).

In addition, emotional AI can help students develop emotional intelligence, which is an important factor for their future professional activities, especially if they are preparing to work in socially significant fields such as pedagogy. The use of technologies that help recognize emotions can teach future teachers to be more attentive to non-verbal signals from students, improving their communication skills and level of empathy. This, in turn, contributes to the formation of a new generation of teachers who are able to interact effectively with students, taking into account not only their level of knowledge, but also their emotional state (*Issues — Emotional AI Lab, n.d.*).

At the same time, the use of emotional AI raises certain ethical and technical challenges. The main issues remain data confidentiality, responsibility for decision-making, and the possibility of manipulating users' emotions. It is important that the development and implementation of such technologies takes place in accordance with ethical norms, taking into account human rights and ensuring voluntary consent for the use of emotional data (Gupta et al., 2024).

It is also worth noting that in the scientific literature, the concept of emotional AI has various interpretations. Here are several options for

interpreting the concept of "emotional artificial intelligence":

1. Emotion recognition and analysis technology – a system that uses machine learning algorithms to identify a person's emotional state based on facial expressions, gestures, voice, and physiological indicators (Banafa, 2024).

2. Adaptive artificial intelligence – intelligent systems that not only recognize emotions but also change their behavior or responses according to the user's mood (Shrivastav, 2024).

3. Emotion modeling in digital systems – a direction of artificial intelligence that attempts to imitate human emotions in robots, chatbots, or virtual assistants to improve interaction (Gordo, 2024).

4. Emotional personalization tool – a technology that allows you to adjust content, learning processes, or user experience depending on the emotional state of a person (Predin, 2024).

5. Artificial emotional intelligence in communication – systems that help improve social human-machine interaction by making digital agents more "sensitive" to non-verbal signals (*Emotion AI, Explained | MIT Sloan*, 2019).

Thus, emotional AI is an innovative technology that has significant potential to improve human-machine interaction and create personalized, adaptive educational environments. Its integration into the educational process can contribute to a deeper understanding of students' emotional needs, improve the quality of teaching, and create a new level of communication between teachers and students. Despite the challenges associated with ethical aspects and technical limitations, emotional AI opens up prospects for the development of education, making it more sensitive to the individual characteristics of each student.

According to our interpretation, based on the analysis of scientific literature, emotional AI is a direction in the development of AI aimed at recognizing, analyzing, modeling, and responding to a person's emotional state. The main difference between emotional AI and traditional AI systems is their ability to take into account not only the logical aspects of communication but also non-verbal signals that reflect the user's internal emotional state. This technology aims to create a more natural interaction between humans and machines, which increases the efficiency of automated systems in various fields of activity.

The main characteristics of emotional AI are its ability to process large amounts of data, analyze non-verbal and verbal signals, and adapt its behavior based on the information received. Such systems use machine learning algorithms to recognize facial expressions, changes in voice, gestures, and physiological reactions, which allows them to draw conclusions about the emotional state of a person. An important aspect is also the modeling of appropriate reactions that can imitate human emotions, which significantly improves the efficiency of interaction between the user and the system (*Emotion AI, Explained | MIT Sloan*, 2019).

Emotion recognition methods in emotional AI are based on various technologies, the main ones being computer vision, natural language processing, and analysis of physiological parameters. Computer vision is used to analyze facial expressions, eye movements, head position, and other nonverbal cues. For example, using neural networks, the system can detect microexpressions that indicate hidden emotions that a person does not always express consciously. Natural Language Processing (NLP) technologies allow analyzing the content and tone of speech, intonation, and speed of speech, which makes it possible to determine the user's mood and even their stress level. In addition, analyzing physiological parameters such as heart rate, skin conductivity, and cortisol levels allows for even more accurate results regarding a person's emotional state (Marr, 2021).

The application of emotional AI covers a wide range of industries, as the ability to adapt digital systems to a person's emotional state opens up new prospects for automating and personalizing interactions. One of the key areas of application is medicine, in particular psychiatry and psychology, where the technology is used for early diagnosis of depression, anxiety disorders and post-traumatic stress disorder. For example, emotional AI systems can analyze a patient's language, facial expressions and behavioral characteristics, detecting signs of psychological disorders before they become apparent to a doctor. This allows for the prevention of mental disorders and improves the quality of psychotherapeutic treatment (Marr, 2021).

In business, emotional AI is actively used to improve the level of customer service. For example, chatbots and virtual assistants equipped with emotion recognition technologies can adjust the tone of the response according to the client's mood,

which contributes to a better perception of the service. In addition, emotion analysis is used in marketing, in particular to assess consumer reactions to advertising. Computer vision technologies allow us to analyze facial expressions while viewing advertising content, determining what emotions it evokes, which helps to create more effective marketing strategies (Meylani, 2024).

The use of emotional AI in education is particularly promising, where it contributes to the personalization of the learning process. Intelligent learning platforms equipped with emotion recognition systems can monitor the level of interest of students, detect moments when they lose attention or have difficulty perceiving the material. For example, if the system determines that a student is tired or shows signs of irritation, it can suggest a change in the learning format, take a break, or adapt the educational material. Teachers, in turn, can receive analytics on the emotional state of the audience, which allows them to adjust their teaching style to increase the effectiveness of the learning process (Tan et al., 2024).

As we can see, emotional AI is a promising direction in the development of modern technologies, which allows creating more adaptive and effective systems of human-machine interaction. Its application in medicine, business, and education demonstrates significant potential for improving the quality of services and increasing the level of personalization. At the same time, the development of this technology requires further research, in particular on the ethical aspects of its use, since the recognition and analysis of a person's emotional state are related to issues of confidentiality and responsibility for making decisions based on emotional data. Despite these challenges, emotional AI is already changing the way people interact with digital technologies and opens up new opportunities for improving human-machine communication.

Modern pedagogical education actively integrates digital technologies that contribute to increasing the efficiency of the educational process. One of the most promising innovations is the use of emotional AI, which allows analyzing the emotional state of students and adapting learning to their needs. Emotional AI can significantly improve teacher-student interactions, creating a more personalized and flexible learning environment. Its ability to recognize and interpret students' emotions

helps teachers better understand the level of interest, motivation, and difficulties students face during the learning process (Tan et al., 2024).

One of the key areas of application of emotional AI in pedagogical education is the recognition of students' emotions in real time. This is achieved by analyzing facial expressions, gestures, and tone of voice, as well as behavioral and physiological indicators. For example, computer vision systems can track students' facial expressions during lectures or online classes, determining their level of attention, interest, or fatigue. If a student shows signs of confusion or stress, the system can signal the teacher that additional explanation of the material is needed or a change in the method of presenting information is needed. Similarly, voice data analysis allows for the detection of emotional state based on timbre, intonation, and rate of speech, which can be useful during oral responses or discussions in an educational environment (Mayrene et al., 2024).

An important aspect of the application of emotional AI in pedagogical education is the possibility of adaptive learning, which is based on the analysis of the emotional state of the student. Traditional approaches to learning often do not take into account the individual characteristics of students, which can lead to a loss of motivation or information overload. The use of emotional AI allows you to create flexible educational platforms that adjust educational materials, the pace of presentation, and the level of complexity of tasks according to the emotional reaction of the student. If the system detects a decrease in the level of concentration, it can offer interactive exercises or change the format of information presentation to keep the student's attention. On the contrary, if the student demonstrates high engagement, the system can offer additional in-depth tasks to develop his abilities (Mayrene et al., 2024).

In addition to improving the individual learning experience, emotional AI can also help teachers improve the effectiveness of their teaching methods. Analysis of students' emotional reactions to certain topics or methods of presenting material makes it possible to evaluate the effectiveness of educational approaches and make timely adjustments. For example, if students consistently show low engagement when explaining a topic, this may indicate the need to change the approach, use new

teaching formats, or add additional visualization of the material (Lin & Chen, 2024).

Therefore, as noted in scientific studies, the use of emotional AI in pedagogical education opens up new opportunities for personalization and improvement of the educational process. Real-time recognition of students' emotions allows teachers to better understand the needs of the audience, and adaptive learning systems contribute to the flexible adjustment of educational programs according to the emotional state of students. In the future, the integration of emotional AI into educational processes can significantly improve the quality of pedagogical education, creating a more comfortable, effective, and emotionally sensitive learning environment.

The introduction of emotional AI into higher education opens up new opportunities for improving the learning process, making it more adaptive, personalized, and focused on the individual needs of students. The use of such technologies contributes not only to improving learning outcomes but also to increasing the emotional well-being of participants in the educational process. At the same time, there are a number of challenges that can slow down or complicate the integration of emotional AI into the educational environment (Lin & Chen, 2024).

One of the key advantages of using emotional AI is the possibility of personalizing the learning process. Modern educational systems often have a one-size-fits-all approach to teaching that does not always take into account the individual characteristics of students. Emotional AI technologies allow you to adapt educational materials according to the level of engagement, emotional state, and cognitive load of the student (Lin & Chen, 2024).

Another important advantage is the improvement of feedback between the teacher and the student. Teachers are able to analyze not only students' academic performance but also their emotional reactions to the learning material. This allows them to quickly adjust their teaching methods, identify difficulties in understanding certain topics, and find approaches that best meet the needs of the audience. In addition, the use of emotional AI can improve the quality of distance learning, compensating for the lack of direct contact between the teacher and students (Marr, 2021).

Creating a supportive emotional environment is another important aspect of implementing emotional AI. University education is often accompanied by high levels of stress, which can negatively affect students' cognitive abilities and their ability to absorb information. Emotional AI technologies can help identify signs of emotional burnout, overwork, or anxiety, which allows teachers and administrators of the educational institution to react in a timely manner and implement supportive measures. Such systems can recommend breaks, relaxation exercises, or referral to psychological services for students, which contributes to improving the psycho-emotional climate in higher education institutions (Marr, 2021).

However, along with numerous advantages, the integration of emotional AI into teacher education is accompanied by a number of challenges. One of the most controversial issues is the ethical aspects of the use of technologies, in particular, issues of confidentiality and psychological impact on students. Emotion recognition and analysis involve the collection and processing of personal data, which may raise privacy concerns. Misuse of such technologies or inadequate security may lead to the leakage of sensitive data or its use without the consent of students. Furthermore, excessive monitoring of students' emotional states may create additional psychological pressure and be perceived as an intrusion into their privacy, which requires the development of clear ethical norms and regulations (*Emotional Intelligence in AI | the Princeton Review, n.d.*).

Technological limitations also pose a serious challenge to the implementation of emotional AI in higher education. Despite the rapid development of machine learning algorithms and emotion analysis, current systems are still far from perfect. The accuracy of emotion detection can depend on individual characteristics of the person, cultural differences, and the context of the situation. For example, the same facial expressions or intonations can have different meanings in different cultures, which can lead to erroneous conclusions. In addition, integrating such technologies into educational institutions requires significant financial costs, which may be prohibitive for many universities, especially in conditions of limited funding for the education sector (*Emotional Intelligence in AI | the Princeton Review, n.d.*).

Another barrier is the acceptance of emotional AI by teachers and students. Resistance to new

technologies is a typical phenomenon in the field of education, especially when it comes to innovations that change traditional approaches to teaching and learning. Some teachers may perceive the use of AI as a threat to their professional autonomy, fearing that automated systems could replace their role in the learning process. In turn, students may feel uncomfortable with the constant monitoring of their emotions and behavior, which can negatively affect their well-being (Predin, 2024).

Thus, the introduction of emotional AI into higher pedagogical education has significant potential for improving the learning process, improving the quality of teaching, and creating a more comfortable and adaptive environment for students. At the same time, the successful integration of these technologies requires taking into account ethical aspects, overcoming technological limitations, and forming a positive attitude towards innovations among teachers and students. The development of regulatory mechanisms, increasing the level of digital literacy, and taking into account socio-cultural characteristics can contribute to the effective implementation of emotional AI into the pedagogical education system, ensuring a balance between technological progress and ethical principles of education.

Emotional AI is one of the most promising and rapidly developing areas of technology, and its potential in the pedagogical sphere continues to grow. Technological changes affecting the development of emotional AI are continuously transforming not only the ways of interacting with technologies but also changing the very nature of educational processes. One of the main trends playing a role in the development of emotional AI is the improvement of deep learning algorithms and neural networks, which allows for a significant increase in the accuracy of emotion recognition. The introduction of new approaches to model training, such as transformers and hybrid methods, allows for more flexible integration of emotional data into the system, reducing the number of errors and increasing their ability to adapt in different contexts, in particular in education. Significant progress is also expected in the field of computer vision, where modern face and gesture recognition technologies allow for accurate determination of the emotional state, which is of direct importance for

the development of emotional AI in the educational process (Banafa, 2024).

One of the most relevant directions is the integration of emotional AI into existing learning platforms and pedagogical methods. The integration of AI into the educational environment opens up new horizons for personalized learning that adapts to the individual emotional and cognitive needs of students. This requires continuous monitoring of students' emotional states during learning sessions, which will allow learning systems not only to respond to problems in real time but also to predict possible difficulties. This, in turn, will allow teachers to quickly adjust teaching methods, offering additional materials or support to those students who show signs of emotional stress or overload. Adding emotional AI to platforms such as Moodle, Coursera, Blackboard, etc. will create a more interactive and personalized environment where learning is adjusted to the emotional reactions of students (Tan et al., 2024).

In addition, the implementation of such technologies also has great potential for optimizing pedagogical methods. Teachers will be able to receive not only feedback on students' academic achievements but also data on their emotional state, which will allow them to improve interaction with the audience. In particular, emotional AI can become the basis for new teaching methods, such as adaptive learning, where the system adjusts educational materials, interface, and pace of delivery depending on student reactions. For example, virtual laboratories and simulators incorporating emotional AI can provide even more personalized learning experiences, supporting students in learning through real-time assessment of their emotional state (Tan et al., 2024).

As for the directions of further research, they should focus on several key aspects. The first important direction is to improve methods for accurate emotion recognition, since at the moment there are certain difficulties in determining emotions using only one of the channels, such as computer vision or voice analysis. Combining different recognition methods – from voice analysis to monitoring physiological responses (e.g., pulse, sweating) – can provide a more accurate picture of a student's emotional state, opening up new opportunities for adaptive learning. The technical aspect that needs to be developed also consists in ensuring high accuracy and reliability of algorithms

in various contexts, which, for example, reflects the influence of cultural and individual differences on emotional reactions (Predin, 2024).

Another important direction is the study of ethical and legal aspects of the use of emotional AI in education. Since technologies related to the collection of data on the emotional state of students require special attention to confidentiality and privacy protection, it is necessary to develop clear policies for the use of such data. The issues of ensuring the voluntariness of data collection, limiting access to personal information, and transparency in the use of technologies should be at the forefront of research aimed at the practical implementation of emotional AI in pedagogical activities (Lazarenko & Hapchuk, 2024).

It is also worth focusing on studying the socio-psychological aspects of the impact of emotional AI on students and teachers. To do this, it is necessary to develop methods that allow for the effective integration of emotional AI into the educational process without excessive psychological pressure, providing a comfortable environment for learning and preserving the mental health of the participants in the process. It is also important to study the attitude of students and teachers toward such technologies, in particular, the level of acceptance of new technologies and their fears about interference in private life.

In general, the prospects for the development of emotional AI in higher pedagogical education are promising, but to achieve maximum efficiency, it is necessary to resolve a number of technical, ethical, and social issues. Further research should focus on creating such models of emotional AI that would ensure a high level of personalization of the educational process, integration of new technologies into traditional teaching methods, and also meet ethical standards and needs of educational institutions.

Conclusions. Thus, emotional AI has great potential to transform pedagogical education, especially in the context of improving the quality of teaching and optimizing the interaction between teachers and students. Emotional AI can be used to personalize the learning process, in particular, to adapt educational materials and teaching methods to the individual emotional and cognitive needs of students. This allows you to create a more effective and comfortable learning environment in which the student feels supported by a system that responds to

his emotional state. In particular, by analyzing students' emotions, teachers can timely adjust the approach to learning, preventing stress, overload or emotional burnout, which is an important aspect for achieving high academic results. Adaptive systems based on emotional AI are able to change the pace of material delivery or offer alternative teaching methods in real time, which increases the efficiency of knowledge acquisition. In addition, such technology allows you to provide more personalized support for students, helping them to stay involved in the learning process and preventing a decrease in motivation. Another advantage is the ability to automatically monitor students' emotional state during training sessions, which allows for timely response to problems, providing effective support from both the teacher and the training system.

At the same time, the effectiveness of using emotional AI in pedagogical education depends on many factors, in particular on the technical capabilities and the level of development of emotional AI systems themselves. Today, there are certain limitations in terms of the accuracy and ability of such systems to adapt in various educational contexts. Emotion recognition technologies, in particular, require further improvement for a more accurate interpretation of students' emotional reactions, which depends on cultural, individual and contextual differences. Despite these difficulties, emotional AI technologies have significant potential for improving the pedagogical process, especially given the development of machine learning and big data, which allow for continuous improvement of recognition and adaptation algorithms.

Emotional AI can also be useful for creating a more favorable emotional environment in universities, reducing the level of stress and tension among students, which has a positive effect on their psychological state and ability to learn. Thanks to emotion monitoring, teachers can respond in a timely manner to signs of stress or burnout, providing psychological support and resources to preserve the psycho-emotional health of students.

However, the implementation of such technologies requires addressing a number of challenges, including ethical, legal, and social issues. One of the main aspects is the confidentiality of student data, as the collection of emotional information should be carried out with high standards of security and privacy protection.

Therefore, it is necessary to develop clear ethical norms and regulations for the collection, storage, and use of such data to avoid their unauthorized use or misuse. It is also necessary to take into account the potential psychological impact that constant monitoring and assessment of emotional state can have to ensure comfort and safety for students. Overall, emotional AI is proving to be an extremely promising tool for improving the effectiveness of teaching in teacher education. Provided that technological and ethical challenges are overcome, this direction can significantly change teaching approaches, making them more flexible and focused on the individual needs of students. Further research should focus on improving emotion recognition technologies, developing ethical standards, and providing a technological infrastructure for the implementation of emotional AI in educational systems.

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Development and formation of a modern educational paradigm

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Abstract

The article is devoted to the problem of development and formation of the modern educational paradigm. New philosophical grounds for education are highlighted: formation of a new worldview in students; focus on the innovative nature of education; orientation of education towards the future. The modern educational paradigm is defined as a historical category, which is the result of a long-term process of transformation, with the following stages identified: traditional education (until the nineteenth century); education of the industrial period (the nineteenth century); development of humanistic pedagogy (the twentieth century); educational paradigm of the information period (late twentieth - early twenty-first century); modern educational paradigm (the twenty-first century). The following paradigms are characterised: traditionalist-conservative paradigm; technocratic paradigm of education; behaviourist (rationalist) paradigm; humanistic paradigm; «the concept of complete knowledge acquisition». The more modern educational paradigms include: cognitive paradigm, according to which the knowledge of the basics of science is based on thinking; the goal of the learning process is knowledge, skills and abilities, and the source of information is the teacher; personality-oriented paradigm is aimed at solving problems of creative development, activation of independent creative activity through problem-based, developmental, heuristic learning; cultural paradigm, according to which education is interpreted as a socio-cultural phenomenon determined by the level of development of science, education, art, and morality achieved by the society; an innovative paradigm which includes five models: 1) education as the basis for the formation of a scientific worldview, where science is defined as the main value and the ideal is an educated person; 2) education as professionalisation centred on applied sciences, training more specialists with applied knowledge; 3) education as the development of a culture of mental activity, logical thinking, development of a worldview; lifelong education, satisfaction of human needs for lifelong knowledge.

Keywords: the development of educational paradigms; formation of a modern educational paradigm; stages of development of a modern educational paradigm; humanistic paradigm; innovative paradigm of educational development

Розвиток і становлення сучасної освітньої парадигми

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Анотація

У статті розглядається проблема розвитку і становлення сучасної освітньої парадигми. Виокремлено нові філософські підстави для освіти: формування у студентів нового світобачення; спрямованість на інноваційний характер освіти; орієнтація освіти на майбутнє. Сучасна освітня парадигма визначена як категорія історична, котра є результатом довготривалого процесу трансформацій та виокремлено такі етапи: традиційна освіта (до XIX століття); освіти індустріального періоду (XIX століття); розвиток гуманістичної педагогіки (XX століття); освітня парадигма інформаційного періоду (кінець XX – початок XXI століття); сучасна освітня парадигма (XXI століття). Схарактеризовано такі парадигми: традиціоналістсько-консервативна парадигма; технократична парадигма освіти; біхевіористська (раціоналістична) парадигма; гуманістична парадигма; «концепція повного засвоєння знань». До більш сучасних освітніх парадигм віднесено: когнітивна парадигма, згідно з котрою пізнання основ наук відбувається на основі мислення; метою процесу навчання визначено знання, уміння й навички, а джерелом інформації виступає педагог; особистісно орієнтована парадигма спрямована на вирішення завдань творчого розвитку, активізації самостійної творчої діяльності через проблемне, розвивальне, евристичне навчання; культурологічна парадигма, відповідно до котрої освіта потрактовується як соціокультурний феномен, що визначається досягнутим суспільством рівнем розвитку науки, освіти, мистецтва, моральності; інноваційна парадигма, котра включає п'ять моделей: 1) освіти як основи формування наукового світогляду, де наука визначена головною цінністю, а ідеалом є освічена людини; 2) освіти як професіоналізації, центрованої на прикладних науках, підготовці більшої фахівців, які володіють прикладними знаннями; 3) освіти як розвиток культури розумової діяльності, логічного мислення, вироблення світогляду; безперервної освіти, задоволення потреб людини у знаннях упродовж всього життя.

Ключові слова: розвиток освітніх парадигм; становлення сучасної освітньої парадигми; етапи розвитку сучасної освітньої парадигми; гуманістична парадигма; інноваційна парадигма розвитку освіти

Statement of the problem. The actuality of the topic of the development and formation of modern educational paradigm is extremely important, as modern higher education is undergoing rapid changes due to globalisation, the development of digital technologies, and the needs of the labour market. The main factors that justify the relevance of this topic are the following:

- *rapid change of technologies*, which involves appropriate changes in teaching methods and approaches; modern education should meet the needs of the digital society, including the integration of distance learning, the use of digital tools and learning approaches that stimulate creativity, critical thinking and independent learning;
- *changes in the labour market,* reflecting the tendency of certain transformation of traditional professions, while new specialities that require different skills are emerging; this process necessitates the training of specialists who are able to adapt to changes and quickly acquire new competencies. The modern educational paradigm aims to create conditions for students to develop these competences;
- *globalisation and internationalisation of education:* modern education is no longer a local phenomenon; instead, it is focused on

international standards and opportunities for experience exchange. This requires harmonisation of national education systems with global trends and practices, such as STEM education, project-based learning, etc;

- *personality-oriented learning:* the modern paradigm focuses on the individual student, his or her needs, abilities and interests. The transition from standardised learning to personalised educational trajectories is becoming a key requirement of the times;

- *social challenges:* in particular, the Ukrainian education system is adapting to the conditions of war and needs solutions for learning in times of crisis. This includes distance learning, psychological support and the integration of patriotic education.

Thus, the study of the development of the modern educational paradigm is not only theoretically significant, but also practically important for the formation of education that meets the challenges and needs of modern society, especially in the conditions of modern Ukraine.

The Analysis of Sources and Recent Research. The problem of the development and formation of the modern educational paradigm has been studied by the following Ukrainian scholars: O. Savchenko (Western paradigm of education in the early twenty-first century); O. Akimova, M. Sapohov, Y. Hapchuk (environmental approach in modern interdisciplinary research on the digitalisation of education); O. Chumak (the paradigm of education in the twenty-first century: innovative aspects); H. Leshchuk, O. Soroka (educational paradigm of the knowledge society); H. Taranenko, O. Troitska (a new educational paradigm in the face of global risks); O. Vozniuk, O. Dubaseniuk (target guidelines for personal development in the education system: an integrative approach); H. Lialiuk (personal paradigm of orphan care in the context of social change); M. Opolska, T. Chelombitko, O. Mirshuk, N. Liutko, S. Kozachenko (philosophical foundations of the modern education paradigm); T. Shakhrai (modern paradigms of education in the professional development of a teacher).

The Purpose of the article is to provide a scientific analysis of the problem of the development and formation of the modern educational paradigm.

The Results of the Research. Modern education is focused on changing the nature of learning, when the main dominants are creative cognitive activity,

development of critical and logical thinking, and focus on solving practical problems. Scientists (Savchenko, 2008) suggest the following points as new philosophical foundations for education: formation of a new students' worldview based on personal responsibility; focus on the innovative nature of education based on constant updating of scientific knowledge and information technologies, which determines sustainable development of society; orientation of education towards the future, i.e. implementation of the concept of advanced education to prepare young people for effective professional activity in the global information society (Savchenko, 2008; Halchenko, 2021).

The modern educational paradigm, as a historical category, is the result of a long-term process of transformation that has been taking place in education for many centuries. The main stages of historical development are defined by the following concepts:

- *traditional education* (before the nineteenth century), the main purpose of which was to educate people capable of acquiring knowledge in a dogmatic way in accordance with social traditions;

- *education of the industrial period* (the nineteenth century), characterised by the emergence of new forms of education in line with the development of the economy and social relations; a system of general secondary education was formed, aimed at combining education with the training of qualified staff for industry; education became more accessible, but the nature of learning remained predominantly mechanical, with an emphasis on memorising facts and the content of disciplines;

- *the development of humanistic pedagogy* (the twentieth century), which was due to the growth of humanism and progressivism, the emergence of criticism of the traditional educational system, which was focused on control and memorisation. Educational thinkers such as John Dewey and Maria Montessori focus on the development of the child's individuality, creativity and critical thinking. Since then, education has been more focused on the needs of the learner, active learning methods and the development of civic competence;

- *the educational paradigm of the information period* (late twentieth - early twenty-first century), which was caused by the rapid spread of information technology; thus, knowledge is becoming more accessible through the use of the Internet, which contributed to the development of self-study, distance education and online courses; the role of the teacher is

changing, focusing not so much on the passing on of knowledge as on the development of critical and creative thinking, solving professional problems and the ability to adapt to a rapidly changing world;

- *the modern educational paradigm* (the twenty-first century), which is focused on the student, the development of their abilities, the formation of life skills in a globalised world; its development is due to the following tendencies: 1) implementation of the competence approach, which determines the focus on the formation of knowledge, skills and values; 2) integration of technologies, active use of digital resources and learning platforms; 3) inclusiveness: ensuring equal access to education for all students, regardless of their capabilities and needs; 4) lifelong learning: emphasising the importance of continuous updating of knowledge and skills throughout life (Akimova et al., 2022; Akimova, 1989; Akimova, 2008a), the necessity of continuing professional development for being competitive and effective in today's rapidly changing world (Matiiuk, 2017).

Some authors (Chumak, 2012) believe that there is no clear-cut approach to the conceptualisation of educational paradigms in modern pedagogy. They distinguish the following paradigms:

- *traditionalist-conservative paradigm*, which focuses on the acquisition of a system of 'ready-made' knowledge, skills and abilities that are transmitted to students, who are seen as passive objects of cognitive activity;

- *technocratic paradigm of education*, which involves the organisation of the educational process on the basis of reproductive learning aimed at effective learning and achievement of certain fixed standards of experience. It provides for the formation of a worldview and the use of technologies that prevail over individual interests;

- *behaviouristic (rationalistic) paradigm* is focused on the acquisition of the amount of knowledge and the formation of appropriate student behaviour; the main principle of education is the regulation of pedagogical conditions of the education process, which develops students' behavioural repertoire, i.e. a certain set of behavioural norms;

- *humanistic paradigm* is focused on the development of the student's personality, their intellectual needs; assistance in personal and professional growth; fostering humanity, development of life values; assistance in

creative self-realisation and achievement of life goals (Chumak, 2012; Poseletska et al., 2020).

Different educational paradigms, according to Leshchuk and Soroka (2021), have philosophical, pedagogical and general cultural value. The authors refer to traditional educational paradigms as:

- *behaviourist rationalist paradigm*, where attention is drawn not to the content of education, but to effective means of acquiring knowledge; the basis of this educational paradigm is the behaviourist theory of 'social engineering' by B. Skinner (Burrhus Skinner), according to which the purpose of education is to form students' knowledge through training, tests and adjustment of the adaptive "behavioural repertoire";

- *"the concept of complete knowledge acquisition"*, with the leading condition being the unlimited educational timeframe; this concept is closely related to that of B. Bloom (Benjamin Bloom), who stated that most students can master the content of a discipline if time limits are removed and the individual pace of learning is allowed;

the technocratic paradigm is related to the one above, where the basis of learning is the transfer and assimilation of scientific knowledge necessary for the acquisition of skills; cognitive capabilities are considered important;

- the essence of the humanistic paradigm in this approach is the subjective relationship between teachers and students, based on the principles of dialogue, co-creation, free choice of their own position; the semantic level of the educational process is centred on individuality, exchange of spiritual values (Leshchuk & Soroka, 2021; Slushny et al., 2020).

According to (Leshchuk & Soroka, 2021) the following leading educational paradigms are considered to be the most relevant:

- *cognitive paradigm*, according to which learning the basics of science is based on thinking; the goal of the learning process is knowledge, skills and abilities, and the source of information is the teacher; the personal aspect is associated with the formation of cognitive motivation; knowledge and skills are recognised as the criterion of learning quality;

- *personally oriented paradigm* is aimed at solving the problems of creative development, enhancing independent creative activity through problem-based, developmental, heuristic learning;
- *cultural paradigm*, according to which education is interpreted as a socio-cultural phenomenon determined by the level of development of science, education, art, and morality achieved by society; the components of education in this paradigm are: subject-subject didactic relations; focus on self-development; attitude to learning as a cultural process based on cooperation of subjects; educational institution as a cultural and educational space;
- *innovative paradigm*, that includes five models: 1) education as the basis for the formation of a scientific worldview, where science is defined as the main value and the ideal is an educated person; 2) education as professionalisation centred on applied sciences, training more specialists with applied knowledge; 3) education as the development of a culture of mental activity, logical thinking, and worldview; lifelong education, meeting human needs for knowledge throughout life (Leshchuk & Soroka, 2021; Akimova, 2008b).

Some scholars Taranenko and Troitska (n.d.) refer to new conceptual approaches in education that focus on spiritual self-education and moral self-improvement, and update the development of an axiological paradigm of education, which main tasks are: focus on intellectual development and creative thinking, scientific knowledge in a computerised society, and promotion of lifelong learning. The content of modern education is important from this perspective, as it manifests itself in the personal orientation of education and its correlation with the cultural context and values of society; preparing young people to solve important problems of our time (Tarannenko & Troiitska, n.d.)

An analysis of the current situation in education and scientific literature (Vozniuk & Dubaseniuk, 2009) indicates that the dynamic change of priorities affects the emergence of a large number of educational paradigms: humanistic, formative, personality-oriented, subjective, contextual, activation, andragogical, technocratic, technological, humanitarian, knowledge-based, authoritarian,

manipulative, cultural, ethnocentric, traditional, developmental, rationalist, educational, acmeological, competence-based, cognitive, student-centred, inclusive, open education paradigm, innovative, noosphere-ecological, civilisational, dialogical, improvisational, synergistic. However, the authors emphasise the relevance of a new educational paradigm, which should be characterised by non-gamification and involve the integration of theoretical knowledge and practical results of pedagogical paradigms. The authors associate this conclusion with the general integration basis for the development of world education, which reflects its globalisation trends and is characterised by the following components of the integration process of education development, namely: educational, scientific and professional standards; content of multi-level general and professional education; educational, methodological support and electronic information resources; teaching methods and educational technologies, creation of distance pedagogical technologies; the latest technologies for assessing learning achievements and professional competences; computer networks of higher education institutions, databases of educational and scientific data; librarianship, automated information library systems (Vozniuk & Dubaseniuk, 2009).

Cayx et al., (2022), who conducted a comparative analysis of the paradigms of education development in Ukraine since independence, identify the following paradigms: historical, generational, security and felicitous. For example, the historical paradigm in education plays an important role by strengthening the value of historical correctness in determining historical facts. Historical and pedagogical research is related to the finding, recording, and organisation of historical facts in education, and a scholar conducting historical and pedagogical research must adhere to the criteria for selecting and describing facts and be responsible for the interpretation of factual material (Cayx et al., 2022)

Vozniuk (2014), who studied the problem of developing a new paradigm of adult education, speaks about the emergence of a new educational formation, which is the fourth in the previous two thousand years, when the catechetical-mentoring, epistemological-knowledge, instrumental-technological paradigms have historically changed, which is confirmed by the globalised dynamics of processes in education, as evidenced by the emergence of new pedagogical movements. These processes, in the author's opinion,

demonstrate the tendency of non-linear development of the world educational system and its entry into a period of dissipative openness, typical for the second half of the twentieth century, and now education is in the period of formation of the third, creative and pedagogical stage of development. The aforementioned model of education development at the global level corresponds to the full cycle of education development at the local level (Vozniuk, 2014)

Lialiuk (2019) taking into account the phenomenon of 'paradigmatic pluralism' that currently exists in pedagogical science, states that the discourse revolves around the development of modern education based on values, which is united into four main educational paradigms: competence, cultural, cognitive-informational and personal. Each paradigm reproduces a certain part of reality and focuses on educational outcomes, and differs in conceptual foundations. The personal paradigm focuses not on intellectual but on emotional and social development of a person, and the personality is seen as a complex self-organised system characterised by uniqueness, originality, and self-value. The goals of the personal paradigm are related to the creation of conditions for self-determination and self-development; the development of the subjective position of all participants in the educational process, the creation of space for the manifestation of individuality on the basis of freedom of choice. According to the author, the modern paradigm of education should be based on values that influence the formation of a personality in a particular historical period, as well as reveal the relationship between the subjects of pedagogical interaction (Lialiuk, 2019).

According to scientists (Opolska et al., 2023), the educational paradigm is the main idea or approach used to design educational systems; it is a basic model of educational development or an educational strategy; it is a focus on the latest trends in humanistic education that ensure the competitiveness of the education system in the global space. In accordance with the defined essence of the concept of educational paradigm, the authors have identified a system of scientific approaches: axiological, systemic, anthropological, synergistic, cultural, personal, activity, competence, humanistic, and student-centred approaches. Thus, *the systematic approach* reflects the unity of integration and differentiation, which allows to systematise the accumulated knowledge, find invariants of pedagogical descriptions, increase the

effectiveness of research and the learning process, formulate new research hypotheses, and create systematic descriptions of various phenomena. Some scholars define the systemic approach more widely as a systemic paradigm of education that combines the following components: educational systems, systems of education and upbringing, and the system of education management. *The cultural approach* provides for the main function of focusing on the holistic development of the student's personal culture, involves the introduction of the latest theoretical and European integration approaches, namely: pedagogical culture of the teacher and student; cultural values and multicultural models in education; general cultural development of the individual. *The axiological approach* of modern education is aimed at forming social values in students, which is ensured by understanding a person as a unique individual who interacts with the world around them. *The anthropological approach* involves changing the orientation of higher education from personality formation to self-development; it is defined as the use of data from all human sciences in the pedagogical process (Opolska et al., 2023).

Shakhrai (2023) suggests the following classification of higher education paradigms: academic; cultural and value; technocratic; professional. *Cultural and value paradigm*, according to the author, is the foundation that ensures the further successful construction of other educational paradigms and the formation of students' personal and professional qualities, because a person is usually interested in what correlates with their personal values. The competences of the cultural and value paradigm of higher education are focused on the development of abilities and cultural values that include: *cultural competence* (understanding the values, traditions and language of different cultures, interacting in an intercultural environment based on respect for cultural diversity; *critical thinking* (ability to analyse cultural phenomena, adherence to values and norms, and having cultural beliefs; *aesthetic competence* (understanding of artistic, musical, literary interpretations and manifestations of culture, ability to express aesthetic experiences); *ethical competence* (understanding of ethical norms and values, ability to make ethical decisions); civic competence (understanding of social and economic aspects of culture, participation in public life). *Academic paradigm* of higher education is aimed at developing such competencies: *academic competence*

(Acquisition of theoretical knowledge, awareness of the principles of scientific research, ability to critically analyse and synthesise information, identify scientific and logical validity; *professional competence* (Acquiring skills necessary for future professional activities, mastering professional knowledge, developing creativity and innovative thinking; *communicative competence* (ability to communicate in written, oral and electronic forms of communication, ability to work in a team, intercultural communication; *critical thinking* (the ability to analyse information, ask questions, solve professional problems, provide logical arguments and carry out discussions. *Professional paradigm* involves expanding the content of university education and developing the following competencies: *knowledge and understanding of the science being taught* (understanding of patterns, concepts, ideas, principles, forms and methods of teaching the subject); *analytical competences* (ability to analyse, synthesise and generalise information, formulate hypotheses and develop strategies to solve them) (Shakhrai, 2023).

Conclusions. Thus, the study of the problem of development and formation of the modern educational paradigm is important for the adaptation of education to modern needs. The modern educational paradigm demonstrates the transition from a knowledge-based to a competence-based model, which is focused on the development of skills and competences that are of practical importance for successful adaptation to the conditions of a rapidly changing world. An important area of research is the integration of digital technologies into higher education. The educational paradigm of the XXI century involves the active use of information and communication technologies, which ensures accessibility of learning and the possibility of personalising the educational process. Digitalisation makes it possible to quickly adapt curricula to the needs of students and teachers, as well as to develop new approaches to learning. The effectiveness of research depends on taking into account the impact of trends related to globalisation and competitiveness. In today's educational paradigm, an important role is played by training specialists capable of competing in the international labour market. This encourages the introduction of innovative methods and programmes that meet international educational standards and are focused on cooperation and communication at the global level. The importance of the researched problem is related to the need to focus higher education on personal development. Personalised learning, which takes into account the individual characteristics, talents and needs of each student, has become one of the central characteristics of the modern educational paradigm. It helps to increase motivation and learning efficiency, and builds students' confidence in their abilities. It is proved that the development of critical thinking and independence should be a priority. The modern educational paradigm emphasises the importance of critical thinking, independence and self-education as key skills for living in a world where the flow of information is growing at an extraordinary rate.

Thus, the emergence of the modern educational paradigm reflects the desire to create a flexible, innovative and personality-oriented education system that meets the challenges of our time and enables students to be competitive in a global society.

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EUROPEAN INTEGRATION PROCESSES AND THEIR INFLUENCE ON THE DEVELOPMENT OF EDUCATION

ЄВРОІНТЕГРАЦІЙНІ ПРОЦЕСИ ТА ЇХ ВПЛИВ НА РОЗВИТОК ОСВІТИ

Identification and justification of ways to improve the communicative support of the educational process in higher education institutions using the experience of foreign countries as an example

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Abstract

The article considers current issues of improving the communicative support of the educational process in higher education institutions (HEIs) taking into account the experience of foreign countries. The authors analyze current trends in the development of communications in the educational environment, identify key problems and challenges facing domestic HEIs in this area. Based on a detailed study and generalization of the practices of leading universities, ways to optimize communicative interaction between participants in the educational process are substantiated. Particular attention is paid to the use of innovative technologies, in particular digital platforms, social networks and mobile applications, to build an effective communication infrastructure. The paper offers specific recommendations for improving internal and external communication in HEIs, the formation of an open information space and the development of communicative competence of teachers and students. The problems of effective provision of communicative support of the educational process are described and ways to improve the outlined types of communications are proposed. Innovative teaching methods that contribute to the development of communicative competencies in higher education institutions in the United States are analyzed and ways of implementing the above examples in the educational process of domestic higher education institutions are proposed.

Keywords: communicative support, educational process, higher education institutions

Визначення та обґрунтування шляхів удосконалення комунікативного забезпечення освітнього процесу в ЗВО на прикладі досвіду зарубіжних країн

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Анотація

У статті розглядаються актуальні питання вдосконалення комунікативного забезпечення освітнього процесу у закладах вищої освіти (ЗВО) з урахуванням досвіду зарубіжних країн. Автори аналізують сучасні тенденції розвитку комунікацій в освітньому середовищі, виокремлює ключові проблеми та виклики, що постають перед вітчизняними ЗВО у цій сфері. На основі детального вивчення та узагальнення практик провідних університетів, обгрунтовуються шляхи оптимізації комунікативної взаємодії між учасниками освітнього процесу. Особливу увагу приділено використанню інноваційних технологій, зокрема цифрових платформ, соціальних мереж та мобільних додатків, для побудови ефективної комунікаційної інфраструктури. В роботі запропоновано конкретні рекомендації щодо покращення внутрішньої та зовнішньої комунікації у ЗВО, формування відкритого інформаційного простору та розвитку комунікативної компетентності викладачів і студентів. Описано проблеми ефективного забезпечення комунікативного забезпечення освітнього процесу та запропоновано шляхи покращення окреслених видів комунікацій. Проаналізовано інноваційні методи навчання, які сприяють розвитку комунікативних компетентностей у закладах вищої освіти США та запропоновано шляхи імплементації наведених прикладів в освітній процес вітчизняних ЗВО.

Ключові слова: комунікативне забезпечення, освітній процес, заклади вищої освіти

Statement of the problem. Communicative support of the educational process is an important aspect of the activities of higher education institutions. It promotes effective interaction between students, teachers and other participants in the educational process, and also increases the effectiveness of the educational process.

In modern conditions, there are a number of problems that negatively affect the communicative support of the educational process in higher education institutions. These include:

1. Insufficient attention to the development of communicative competencies of students. In the process of learning, students must develop their communicative skills, such as public speaking, presentation, effective communication and conflict resolution. However, in many higher education institutions, insufficient attention is paid to these issues.

2. Failure to use modern technologies for communication. Modern technologies, such as social networks, video conferencing and mobile learning, can significantly improve the communicative support of the educational process. However, in many higher education institutions, these technologies are not used to their full extent.

3. Insufficient interaction between higher education institutions and the external environment. Higher education institutions should actively interact with the external environment, in particular with business, the public and other organizations. This contributes to improving the quality of education and its compliance with the needs of society. However, in

many higher education institutions this interaction is not effective enough.

The Analysis of Sources and Recent Research. Among the latest studies on this topic, it is worth mentioning the works of Moroz O. V. "Communication culture of higher education teachers: theoretical aspects and ways of formation", Sukhomlynska O. V. "Pedagogical communication", Volynets P. M. "Communicative support of the educational process in higher education institutions".

These studies reveal various aspects of communicative support of the educational process in higher education institutions, and also suggest ways to improve it. However, most of the studies are devoted to communicative support of the educational process in general education institutions. Research on communicative support of the educational process in higher education institutions is insufficient.

The Purpose of the article is to identify and substantiate ways to improve the communicative support of the educational process in higher education institutions of Ukraine based on the analysis and adaptation of the best practices of foreign countries, in particular the USA, taking into account modern trends in the development of education and the needs of the information society.

The Results of the Research. Communicative competences are an important component of successful learning in higher education. They allow students to interact effectively with teachers, other students, and representatives of other spheres of life.

In US higher education, there is a wide range of activities aimed at developing the communicative competences of students. One of the main areas of development of communicative competences is active learning, which involves involving students in active activities in classes, which contributes to the development of their communicative skills. Active learning methods include group discussions and debates, projects and research, trainings and seminars on the development of communicative skills.

Another important area of development of communicative competences is the use of technology. Technology allows students to interact with others in real time, regardless of their location. Technology can also be used to create educational materials that contribute to the development of communicative skills.

In the US higher education institutions, innovative teaching methods that promote the development of communicative competences are also widely used. For example, in some higher education institutions, students can receive credits for participating in volunteer projects or participating in sports competitions. These activities contribute to the development of communicative skills, such as teamwork, leadership, and problem solving.

Let us describe foreign experience. Let us give examples of how communicative learning is provided in the US higher education institutions. Let us consider them in Table 1.

Table 1.

Examples of providing communicative learning in the USA

University of North Carolina at Chapel Hill 	Offers a course called "Communication Literacy", which is mandatory for all first-year students. In this course, students learn the basics of communication, such as effective communication, public speaking, and presentation.
University of Michigan 	Offers a program for the development of communicative competences, which includes trainings, seminars and online courses. This program is available to all university students.
University of California Los Angeles (UCLA)	Uses technology to develop students' communication skills. In the Digital Storytelling

program, students create digital stories that tell about their personal experiences.

The US higher education system is actively implementing innovative teaching methods aimed at developing students' communicative competences, which is extremely relevant in the context of globalization and the growing demands of the labor market for effective communication skills. One of the common approaches is problem-based learning (PBL), which involves students solving real or simulated professional problems in small groups. This format requires active interaction, discussion, argumentation of one's own position and search for compromise solutions, which contributes to the development of teamwork skills, critical thinking and interpersonal communication.

The Case Study Method has also become widespread. It consists in the analysis of specific situations (cases) that contain a description of a real problem faced by an organization or individual. Students, working individually or in groups, must analyze a case, identify key problems, develop alternative solutions and justify their choice, which develops analytical abilities, presentation skills and the ability to lead a discussion.

Debate-Based Learning is another effective method that involves organizing structured discussions on current topics. Students prepare arguments for and against a certain statement, learn to clearly formulate and defend their own position, as well as listen to and analyze the arguments of opponents. This method develops public speaking skills, critical thinking, and the ability to conduct a constructive dialogue.

Educational games and simulations (Role-Playing and Simulations) are actively used to simulate professional situations, where students can try on different roles and practice communication skills in conditions close to real ones. This contributes to the development of empathy, the ability to adapt to different communicative situations and find effective solutions in difficult conditions.

Project-Based Learning involves students completing long-term projects, often interdisciplinary, that require close cooperation, role distribution, planning and coordination of actions. Working on projects develops team interaction skills, negotiation, presentation of results and self-reflection.

The use of digital technologies is an integral part of innovative teaching methods in the USA. Online platforms, social networks, forums and blogs are used to organize discussions, work together on projects, exchange opinions and ideas, which expands the communication space and provides students with more opportunities for practice. The implementation of these methods in domestic higher education institutions requires taking into account certain features and adaptation to existing conditions. First of all, it is necessary to create a favorable environment for the implementation of innovations, which includes support from the administration, advanced training of teachers in the field of interactive teaching methods and provision of the necessary material and technical base.

It is important to develop methodological recommendations on the use of problem-based learning, case studies, debates, role-playing games, simulations and project-based learning, taking into account the specifics of different specialties and educational programs. Teachers should be encouraged to experiment with new methods, provide them with the opportunity to exchange experience and best practices, and create a system for stimulating innovative activity. In addition, it is necessary to integrate digital technologies into the educational process, using online platforms to organize communication, collaboration and access to educational resources. It is worth developing criteria for assessing communicative competencies and integrating them into the system for assessing students' academic achievements. Involving students in active participation in the educational process, giving them greater independence and responsibility for their learning outcomes is a key factor in success. The introduction of innovative teaching methods that promote the development of communicative competences is an important step towards the modernization of domestic higher education and increasing its competitiveness at the

international level. This will allow preparing specialists who are able to work effectively in a team, negotiate, present their ideas, and adapt to the dynamic environment of the modern world.

The modern information space, the number of users of which is constantly growing (according to Factum Group Ukraine for the 3rd quarter of 2019, the share of regular Internet users in Ukraine is 22.96 million or 71% of the population), on the one hand, greatly complicates the communication process, on the other hand, it provides many opportunities that were not there before. Online communication on Facebook, Instagram, Telegram, Twitter, YouTube, etc. is gaining increasing popularity, going beyond personal communication, acting as the most accessible and convenient means of communication, with the help of which a large number of Internet users receive additional opportunities in communication, build their own brand, and become powerful communication platforms for state and public organizations.

Unlike official websites of secondary education institutions, which require more professional training to update information on them and establish feedback, pages of institutions in social networks have their own characteristics, which are due to the properties of electronic communication - efficiency of information dissemination, accessibility, simplified search for the target audience, ease of setting up feedback, etc. They have their own structure, organizational and technological parameters that affect the nature of social ties, and are also an element of the mechanism for constructing the communicative space of modern society, performing a number of functions, creating a value basis for their existence.

Social networks have a significant impact on the communicative support of the educational process of higher education institutions. They allow students, teachers and other participants in the educational process to interact with each other in a more convenient and effective way.

Let's consider the advantages of using social networks in higher education institutions. Social networks allow students, teachers and other participants in the educational process to communicate with each other in real time, regardless of their location. This allows them to share information, ideas, and opinions, as well as solve problems.

Improving access to information. Social networks allow for the publication and dissemination of information in a more convenient and accessible way. This allows students to access educational materials, news, and other important messages.

Social networks allow for the creation of communities of students, teachers, and other participants in the educational process. These communities can facilitate information exchange, collaboration, and the development of professional skills.

Of course, the use of social networks in higher education has its own risks. For example, there is a risk of spreading misinformation and bullying. However, when used correctly, social networks can become a valuable tool for the communicative support of the educational process.

According to a study conducted by Hootsuite in 2023, 86% of higher education institutions have pages on Facebook. This indicates that Facebook is a popular communication tool for higher education institutions.

On average, higher education institutions have 100,000 followers on Facebook.

The most popular Facebook pages among higher education institutions are those of Harvard, Stanford, and Oxford.

Higher education institution Facebook pages are most often used to share news, information about events and activities, and to communicate with potential students. Let's consider how foreign higher education institutions use Facebook for communication in Table 2.

Table 2.
Use of Facebook for communication by foreign HEIs

Harvard University	
	Uses Facebook to spread news about its activities, as well as to organize discussions and events for its students.

Stanford University	Uses Facebook to attract potential students and to communicate with alumni.
University of Oxford	Uses Facebook to share information about his scientific research.

Facebook is a popular communication tool for higher education institutions. It allows HEIs to communicate with potential applicants, students, teachers and other participants in the educational process in a more convenient and effective way.

Let's consider examples of successful application of methods for improving the communicative support of the educational process in US HEIs in Table 3.

Table 3.

Examples of successful application of methods for improving the communicative support of the educational process in US HEIs

University of Michigan	Offers students a course called «Communication in a Professional Environment». This course aims to develop students' communication skills necessary for a successful career. The course includes topics such as public speaking, presentation, effective communication, and conflict resolution.
University of California, Berkeley	Created a platform called «Berkeley Connect». This platform allows students, faculty, and other educational stakeholders to interact with each other online. The platform includes tools such as forums, chats, and video conferencing.
University of Southern California	Collaborates with Google to create educational programs that use modern technology. These programs are aimed at preparing students for work in today's digital world.

The analysis conducted indicates the successful and effective improvement of the communicative support of the educational process in higher education institutions. The introduction of new methods and technologies allows creating more effective and high-quality educational programs.

The implementation of the experience of foreign countries will improve the communicative support in higher education institutions of Ukraine, especially given the rapid digitalization and digitization of the educational process.

Conclusions. Analysis of the current state and prospects for the development of communicative support of the educational process in higher education institutions, taking into account the experience of the United States, allows us to draw the following conclusions. Effective communication between all participants in the educational process is a key factor in ensuring the quality of education and achieving the strategic goals of the university. It contributes to the creation of a favorable educational environment, increasing the motivation of students and teachers, forming a corporate culture and strengthening the image of the institution. Since domestic higher education institutions have a number of problems in the field of communicative support, it is worth turning to the experience of foreign countries to find ways to solve the outlined problem.

The experience of the USA in the field of developing students' communicative competences through innovative teaching methods, such as problem-based learning, case studies, debates, role-playing games, simulations, and project-based learning, is extremely valuable for Ukraine. The use of these methods, adapted to domestic conditions, will significantly improve the quality of training specialists capable of effective communication in a professional environment.

In conclusion, it can be argued that the study and adaptation of the best US experience in the field of communicative support of the educational process is an important step towards the modernization of domestic higher education. This will not only improve the quality of training specialists, but also form in them effective communication skills, which are the key to successful professional activity and career growth in the modern world. The implementation of the proposed recommendations will contribute to the creation of an open, dynamic, and innovative educational environment in Ukrainian universities that meets the challenges of the 21st century.

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GENERAL AND SUBJECT DIDACTICS

ЗАГАЛЬНА ТА ПРЕДМЕТНА ДИДАКТИКА

Pedagogical conditions of effective patriotic education of cadets in the educational and cultural environment of a military higher education institution

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Abstract

The article explores the theoretical and practical aspects of creating pedagogical conditions for effective patriotic education of cadets in the educational and cultural environment of a military institution of higher education. Modern scientific approaches to understanding the essence of patriotic education in military education and the features of its implementation in the conditions of the Russian-Ukrainian war are analyzed. A system of pedagogical conditions that ensure the effectiveness of patriotic education of future officers is defined and substantiated: integration of the national-patriotic component into the content of military-professional training; creation of a holistic patriotic educational space; introduction of practice-oriented forms of patriotic education; ensuring systematic interaction with military units and public organizations; use of innovative technologies of patriotic education; activation of scientific and research activities of cadets on military-patriotic issues. The mechanisms for implementing each of the identified conditions and their impact on the formation of patriotic consciousness of future officers are revealed.

Keywords: patriotic education, cadets, pedagogical conditions, educational and cultural environment, military institution of higher education, military-professional training, national consciousness, patriotism

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Педагогічні умови ефективного патріотичного виховання курсантів в освітньо-культурному середовищі військового закладу вищої освіти

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Анотація

У статті досліджено теоретичні та практичні аспекти створення педагогічних умов ефективного патріотичного виховання курсантів в освітньо-культурному середовищі військового закладу вищої освіти. Проаналізовано сучасні наукові підходи до розуміння сутності патріотичного виховання у військовій освіті та особливості його реалізації в умовах російсько-української війни. Визначено та обґрунтовано систему педагогічних умов, що забезпечують результативність патріотичного виховання майбутніх офіцерів: інтеграцію національно-патріотичного компонента у зміст військово-професійної підготовки; створення цілісного патріотичного виховного простору; впровадження практико-орієнтованих форм патріотичного виховання; забезпечення системної взаємодії з військовими частинами та громадськими організаціями; використання інноваційних технологій патріотичного виховання; активізацію науково-дослідницької діяльності курсантів з військово-патріотичної проблематики. Розкрито механізми реалізації кожної з визначених умов та їх вплив на формування патріотичної свідомості майбутніх офіцерів.

Ключові слова: патріотичне виховання, курсанти, педагогічні умови, освітньо-культурне середовище, військовий заклад вищої освіти, військово-професійна підготовка, національна свідомість, патріотизм

Statement of the problem. In the context of Russian aggression against Ukraine, the problem of patriotic education of young people, especially future officers, is becoming particularly acute, since it is the Armed Forces of Ukraine that is entrusted with the sacred mission of protecting the sovereignty, territorial integrity, and inviolability of our state. Given this, military institutions of higher education must not only ensure that cadets are provided with the necessary professional knowledge and skills, but first of all, form high patriotic qualities, strong value orientations, and stable moral convictions. At the same time, an analysis of educational practice shows that patriotic education of cadets is carried out mainly unsystematically, episodically, without due consideration of the specifics of the educational and cultural environment of military universities. Therefore, there is an urgent need to substantiate and develop a system of pedagogical conditions that should ensure the effectiveness of these processes.

Analysis of recent research and publications. Theoretical and methodological foundations of patriotic education were developed by I. Bekh, O. Vyshnevsky, V. Sukhomlynsky, K. Chorna and others. Analysis of modern scientific literature shows that the problem of patriotic education remains relevant and is covered in the works of scientists A. Afanasiev, A. Bogulsky, O. Gontar, S. Grechko, V. Reshetnyak, V. Ryashko, V. Sergienko, V. Sereda, M. Stelmakhovich, O. Styopina, N. Shapovalova and others.

Over the past decade, a number of dissertation studies on the problems of patriotic education have been completed, the authors of which are O. Abramchuk, O. Akimova, O. Zharovska, G. Koval, A. Maksyutov, V. Miroshnychenko, S. Motyka, V. Odarchenko, O. Pashkova, I. Sereda and others. However, at this stage, the problem of patriotic

education in military educational institutions using the example of teaching vocational training disciplines remains only partially covered; it has not been the object of special scientific research to determine the educational potential of academic disciplines and requires greater attention.

The purpose of the article is to theoretically substantiate the pedagogical conditions for effective patriotic education of cadets in the educational and cultural environment of a military institution of higher education.

Summary of the main material. Modern Ukrainian scholars adhere to the generalized opinion: "If the ultimate goal of a nation is to build its own state – its state self-determination – then the main goal of education is to develop in the younger generation a state outlook and state feeling – that higher level of patriotism, which is based on state ideology and is associated with the concept of citizenship" (Ilchuk, 2016).

In the Great Explanatory Dictionary of the Modern Ukrainian Language, the concept of "patriotism" is defined as "love for the Motherland, devotion to it and its people, readiness to come to its defense," and "a patriot is someone who loves his homeland, is devoted to his people, is ready for sacrifices and feats for their sake" *(Velykyi Tlumachnyi Slovnyk Suchasnoi Ukrainskoi Movy (2005), n.d.).*

In the context of professional training of future officers, patriotic education is of particular importance as a fundamental component of the formation of the personality of a military leader. According to Krotyuk (2020), patriotism is a complex characteristic that combines ideological, moral, and emotional components, ensuring the consolidation of society and directing the activities of citizens to the development of the state and ensuring the well-being of its population. For military personnel, especially officers, patriotism is of particular importance, since protecting the interests of the Ukrainian people is their constitutional duty (Krotiuk, 2020). In the military environment, patriotism is not just a moral quality but a professional competence that determines the effectiveness of performing official duties.

The implementation of patriotic education of cadets takes place in a specific educational environment of a military institution of higher education. Modern pedagogical science considers the educational environment as a multidimensional

pedagogical phenomenon, which, through the creation of appropriate conditions and the implementation of innovative approaches, ensures educational results. In relation to higher education, this concept encompasses a complex of spiritual and material conditions that contribute to the self-development of the individual student and the realization of his creative potential (Petruk, 2022).

Zharovska (2015) suggests considering the educational environment of higher education institutions as a component of a broader system of socio-cultural environment, which includes specially organized pedagogical conditions for the development of the personality. The researcher identifies three interconnected levels of this structure (Zharovska, 2015):

– global (worldwide trends in the development of culture and education);

– regional (educational policy, cultural features, education system of a certain region);

– local (specific educational institution, immediate environment, family environment).

In the context of military education, such a multi-level structure acquires special significance since it must take into account the specifics of military-professional training and its patriotic component.

Military-professional training is a defining element of the educational environment of a military university, and its organization is regulated by a number of regulatory documents: the 2017 Decision of the Board of the Ministry of Defense of Ukraine on improving military education *(Pro Vvedennia V Diiu Rishennia Kolehii Ministerstva Oborony Ukrainy Vid 23.05.2017 No298., n.d.)*, the Policy of the Ministry of Defense of Ukraine in the field of military education *(Polityka Ministerstva Oborony Ukrainy U Sferi Viiskovoi Osvity Vid 15.12.2021, n.d.)*, the Concept of transforming the military education system according to NATO standards *(Pro Naukovu I Naukovo-tekhnichnu Diialnist, n.d.)*, and the Regulation on the peculiarities of organizing the educational process in military educational institutions *(Pro Zatverdzhennia Polozhennia Pro Osoblyvosti Orhanizatsii Osvitnoho Protsesu U Vyshchykh Viiskovykh Navchalnykh Zakladakh Ministerstva Oborony Ukrainy, Viiskovykh Navchalnykh Pidrozdilakh Zakladiv Vyshchoi Osvity, Zakladakh Fakhovoi Peredvyshchoi Viiskovoi Osvity, n.d.).* However, the main attention in this context is

focused on the formation of military-special knowledge and practical skills of cadets; it is important to take into account the powerful educational potential of this training, especially in the context of patriotic education.

Legislatively, patriotic education in the education system is provided by the Laws of Ukraine "On Education" *(Pro Osvitu, n.d.)* and "On Higher Education" *(Pro Vyshchu Osvitu, n.d.)*, which define the education of patriotism, respect for cultural values, and the historical and cultural heritage of the Ukrainian people as one of the priorities of the state educational policy. A special role in this process belongs to scientific and pedagogical workers, who must demonstrate patriotism by their own example, which is especially important in the conditions of a military educational institution.

When organizing patriotic education in higher educational institutions, it is important to take into account the regional specifics of Ukraine. As M. Burdin notes, historically formed regional-political and cultural differences and ambiguous perceptions of historical events create certain challenges for educational work. However, it is patriotism and civic position that should act as unifying factors for Ukrainian society, ensuring the realization of the centuries-old desire for independence and unity (Burdin, 2017).

Investigating the principles of patriotism formation, O. Shynkaruk emphasizes the priority of compliance with the national interests of Ukraine, preservation of spiritual, national-historical principles, values, and traditions of the Ukrainian people and the Armed Forces of Ukraine (Shynkaruk, 2019). From a psychological point of view, patriotism is considered an important component of a person's personal structure, belonging to the sphere of higher feelings and stable personal characteristics, including values, beliefs, behavioral norms, and criteria for assessing social phenomena. As a complex integral personal formation, patriotism includes the following components, which can be combined into groups (Shynkaruk, 2019):

1. Emotional and value component:
– deep love for the Motherland and selfless service to it;
– unity of personal interests with the interests of the state;

– perception of the Motherland as the highest value in the personal hierarchy;
– patriotic feelings as a manifestation of the highest spiritual essence of a person.

2. Activity-behavioral component:
– active civic position and readiness to defend the interests of the Motherland;
– ability to self-sacrifice for the sake of the state;
– perception of service to the Motherland as the basis of life self-determination;
– priority of public interests over individual ones.

3. Cultural and historical component:
– pride in the cultural achievements of one's people;
– respectful attitude to historical heritage and traditions;
respect for other peoples and cultures while preserving national identity.

Thus, in the context of the patriotic education of cadets, we define the educational and cultural environment of a military university as a holistic, pedagogically organized system of conditions that ensures the professional and personal development of a future officer. It encompasses educational, developmental, and socializing activities aimed, among other things, at the formation of patriotic consciousness, feelings, and beliefs of cadets. However, the effectiveness of patriotic education in this environment largely depends on the implementation of certain pedagogical conditions. By pedagogical conditions, we mean specially created circumstances that ensure the effectiveness of the educational process.

A comprehensive approach to patriotic education of cadets, developed by the scientist-practitioner M. Burdin, involves the implementation of four interrelated areas (Burdin, 2017):

1. The state direction provides institutional support for the system of heroic-patriotic education at the national level, which creates a regulatory and legal framework and organizational mechanisms for the formation of patriotic consciousness of future officers.

2. The social direction focuses on the assimilation of moral norms and universal human values in the context of national culture. Special attention is paid to the upbringing of respect for the historical heritage, linguistic traditions, and cultural heritage of the Ukrainian people.

3. The military direction combines theoretical training through the study of the military history of Ukraine with practical physical training of future defenders of the Fatherland – this direction is directly related to the professional development of cadets as military specialists.

4. The legal direction is aimed at the formation of a high legal culture and deep legal knowledge, which is especially important for future officers as representatives of the state's security structures.

The success of patriotic education, as the researcher emphasizes, depends on the systematic combination of these areas with the basic principles of national-patriotic education. Such integration ensures a deep assimilation by cadets of both universal and national Ukrainian values (Burdin, 2017).

In the context of military-professional training, patriotic education acquires special importance. One of the priority tasks of military institutions of higher education is to form in cadets a deep sense of love for Ukraine and its people, develop combat qualities, ensure spiritual and psychological readiness for armed defense of the state. An important tool of such education is the study of the history of the Ukrainian army, its combat traditions, familiarization with the exploits of outstanding commanders and heroes, which contributes to the formation of the personality of a patriot-defender, ready to sacrifice himself for the sake of the Motherland (Pashkova, 2019).

Analyzing the pedagogical conditions of patriotic education in a military educational institution, let us turn to the research of S. Motika. The researcher identifies the main organizational and pedagogical conditions (Motyka, 2019):

1. Creation of an effective educational environment that reveals the patriotic potential of cadets. The implementation of this condition involves:

– use of state information resources to form a positive image of Ukraine as a state and the Armed Forces of Ukraine;

– development of patriotic consciousness based on national ideas and values;

– increasing the prestige of military service and forming a positive image of a serviceman;

– active use of military periodicals and mass media;

– establishment of the state language in the military environment.

The implementation of this condition requires: strengthening the interaction of military educational institutions with civilian organizations; involving experienced servicemen in patriotic and educational work; ensuring the readiness of scientific and pedagogical workers for the patriotic education of cadets; comprehensive application of methods of influencing the intellectual, emotional-volitional and motivational spheres of the cadet's personality; creating conditions for self-improvement of all participants in the educational process.

2. Use of the educational potential of academic disciplines. This condition is implemented through:

– integration of the patriotic component into the content of humanitarian and professionally oriented disciplines;

– formation of historical memory and intergenerational ties;

– highlighting the achievements of compatriots in various fields;

– development of language culture and national traditions;

– in-depth study of the peculiarities of Ukraine in various aspects (geographical, demographic, political, etc.).

3. Content and methodological support of patriotic education, which takes into account:

– development of specialized programs and methods of patriotic education;

– taking into account the specifics of military education and individual psychological characteristics of cadets;

– training of scientific and pedagogical workers to create educational situations of a military-patriotic orientation;

– constant updating and improvement of forms and methods of educational work.

Such a comprehensive approach to the implementation of pedagogical conditions ensures the systematic and effective patriotic education of cadets at a military institution of higher education.

In the formation of patriotic consciousness of future officers, mechanisms of identity and self-identification play a key role. As Krotyuk (2020) notes, this process has a three-level structure (Krotiuk, 2020):

1. Awareness of national specificity - understanding by cadets of the unique characteristics of the Ukrainian nation, with which they identify themselves;

2. Interethnic reflection - understanding the perception of the Ukrainian nation by representatives of other national communities;

3. Integration of the national and universal - awareness of the harmonious combination of national characteristics with universal human values.

In the military-professional context, the self-identification of cadets is determined by a number of key factors (Krotiuk, 2020):

- formation of a professional image of the "I" through interaction with experienced officer instructors, especially those with combat experience;

- development of the value-motivational sphere, which includes life position, ideals and moral guidelines;

- formation of professionally important qualities of the future officer of the Armed Forces of Ukraine in moral-political, professional-combat, psychological and physical aspects.

An important aspect of patriotic education of cadets is reliance on military traditions. A. Afanasyev defines military-patriotic education as a systematic process of influence of commanders, personnel officers, state and public organizations on the consciousness of servicemen, cadets and in general the psychology of the military collective. The purpose of this process is the formation (Afanasiev, 2014):

- respect for the history and traditions of the Armed Forces of Ukraine;
- patriotic feelings and beliefs;
- moral-combat and civic qualities;
- military-professional competencies;
- psychological readiness to defend Ukraine.

Such a comprehensive approach ensures that cadets are prepared to fulfill their constitutional duty to defend the Motherland in any conditions.

In the system of patriotic education of cadets, forms of educational work based on military traditions are of particular importance. They are implemented through collective, group, and individual activities of the command staff and are aimed at achieving specific educational goals. It is important to ensure that the selected forms of education correspond to its purpose and content, as well as consistency with the methods, means, and techniques of pedagogical influence used (Afanasiev, 2014).

Researcher Burdin (2017) emphasizes that the effectiveness of patriotic education is ensured through the systematic integration of its principles and directions – such an approach contributes to the deep assimilation of both universal and national Ukrainian values by cadets. The patriotic component should permeate the entire educational process in a military institution of higher education, covering both classroom and extracurricular work. A special role in the formation of the national-patriotic consciousness of future officers is played by historical and legal disciplines, which reveal the fundamental principles of patriotism, that is, devotion to the Motherland and pride in its cultural and historical achievements (Burdin, 2017).

Based on a theoretical analysis of the problem of patriotic education in military education, as well as taking into account the specifics of the modern educational and cultural environment of military higher educational institutions, we have identified and substantiated six key pedagogical conditions that ensure the effectiveness of the formation of patriotic consciousness of future officers. The identified conditions create a holistic system of educational influences, covering all aspects of the life of cadets - from educational and professional training to extracurricular activities. Each of the conditions has its own specific implementation mechanisms and is aimed at achieving specific educational results in the context of the general goal of patriotic education of future military specialists:

1. Integration of the national-patriotic component into the content of military-professional training takes into account:

- saturation of academic disciplines, especially the humanitarian cycle, with materials about the heroic history of the Ukrainian army;

- focusing on the experience of modern combat operations and examples of heroism of Ukrainian soldiers;

- using the potential of military traditions and rituals in the educational process;

- implementing special courses on military-patriotic topics.

2. Creating a holistic patriotic educational space in military universities through:

- creating an appropriate subject-spatial environment (state symbols, military attributes, thematic expositions);

- organizing the activities of the Museum of Military Glory and thematic expositions;

– holding military-patriotic events of various formats;

– ensuring the unity of educational influences in educational, service and extracurricular activities.

3. Implementation of practice-oriented forms of patriotic education:

– modeling of situations requiring the manifestation of a patriotic position;

– involving cadets in the performance of the duties of junior commanders;

– organizing mentoring of junior courses;

– participation in military-patriotic and volunteer projects.

4. Ensuring systematic interaction with military units and public organizations:

– organizing meetings with participants in hostilities;

– establishing cooperation with veteran organizations;

– involving in volunteer projects to assist the Armed Forces of Ukraine;

– mentoring work with families of fallen soldiers.

5. Implementation of innovative technologies in the process of patriotic education:

– using interactive methods (discussion clubs, historical reconstructions, patriotic quests);

– using multimedia technologies in educational work;

– organizing virtual excursions to places of military glory;

6. Activation of scientific and research activities of cadets on military-patriotic issues:

– completion of course and diploma works on relevant topics;

– participation in military-scientific conferences and seminars;

– preparation of publications on patriotic education;

– conducting sociological research on the problems of patriotism in the military environment.

The proposed conditions form a holistic system aimed at forming conscious patriotism in cadets as a professionally significant quality of a future officer. The implementation of these pedagogical conditions provides a comprehensive impact on the cognitive, emotional-value and behavioral spheres of the cadet's personality, contributing to the formation of stable patriotic beliefs and readiness for their practical implementation in military-professional activities.

Conclusions. Thus, the conducted study of the pedagogical conditions of patriotic education of cadets in the educational and cultural environment of the Higher Military Educational Institution made it possible to determine the complex nature of this process and to substantiate the system of conditions for its effective implementation. It was established that the effectiveness of patriotic education of future officers is ensured through the integration of the national-patriotic component into the content of military-professional training, the creation of a holistic educational space, the introduction of practice-oriented forms of educational work, the establishment of cooperation with military units and public organizations, the use of innovative, digital, and multimedia technologies, and the activation of scientific research and scientific search activities of cadets. The determined conditions form a holistic system aimed at the formation of conscious patriotism in cadets as a professionally significant quality of a future officer. The issue of training teachers and commanders to implement patriotic education of cadets in the conditions of the Russian-Ukrainian war requires further research.

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Methods of Organizing Independent Work in German Language Classes

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Abstract

The purpose of the article is to investigate and experimentally evaluate methods for organizing independent work in German language lessons within secondary educational institutions. The following methods were employed to address the tasks: structural, systemic, theoretical (including analysis, synthesis, systematization, comparison, and classification of scientific and psychological sources of information). The theoretical material and conclusions presented in this study can serve as a foundation for master's theses and diploma projects. The proposed methods for organizing students' independent work in German language lessons can be applied in the educational process, particularly during lectures and practical classes. We conclude that the selection of an educational trajectory during the period of study at school or university is a collaborative process between the teacher and the student, aimed at developing the student's independent learning skills, setting appropriate educational goals and tasks, choosing methods, forms, means, and content of learning, as well as fostering reflection, self-assessment of personal achievements, and the development of initiative and responsibility in decision-making and problem-solving. The prospects for further research in this area lie in exploring methods for motivating students at the initial stage of forming educational goals and objectives, as well as identifying approaches for self-reflection to enhance outcomes.

Keywords: independent work, teaching methods, motivation, innovative teaching methods, educational activities

Методи організації самостійної роботи на заняттях німецької мови

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Анотація

Мета статті – вивчити і експериментально перевірити методи організації самостійної роботи на заняттях німецької мови у закладах середньої освіти. Для вирішення поставлених завдань були використані наступні методи: структурний, системний, теоретичний (аналіз, синтез, систематизація, зіставлення, класифікація науково-психологічних джерел інформації). Теоретичний матеріал та висновки можуть стати основою у роботі над магістерськими та дипломними проектами. Запропоновані методи організації самостійної роботи учнів на уроках німецької мови можуть бути використані у навчальному процесі, зокрема під час проведення лекційних та практичних занять. Висновуємо, що вибір освітньої траєкторії в період навчання в школі чи вузі – це спільні дії педагога і студента, спрямовані на розвиток учнем або студентом умінь самостійної навчальної діяльності, постановку адекватних освітніх цілей і відповідних завдань, вибір методів, форм, засобів і змісту навчання, рефлексію, самооцінку особистісних досягнень, ініціативу і відповідальність за прийняття рішень і вирішення поставлених завдань. Перспективи розвитку даної теми вбачаємо у необхідності дослідження методів мотивації учнів на початковому етапі формування навчальних цілей і завдань, а також пошуку методів саморефлексії для подальшого покращення результатів.

Ключові слова: самостійна робота, методика викладання, мотивація, інноваційні методи навчання, освітня діяльність

Statement of the problem. The rapid dynamic development of modern society in social, economic, and technological spheres has resulted in an increasing demand for new information necessary for a full and productive life, as well as for professional activity. The process of informatisation has significantly impacted the system of general secondary, specialized, and higher vocational education. The societal demand for the training of specialists capable of adapting to new trends in a mobile and flexible manner, innovating products, and rapidly implementing them into production has become a priority. In the current environment, the education received in educational institutions needs to be updated every two to three years, and professionals must undergo continuous upgrading and retraining.

Simultaneously, the development of independent learning skills and the ability to design personalized educational trajectories during the course of study at school or university is of particular significance (Kuzmenko, 2016). These skills will enable students to independently acquire the latest knowledge as needed and to develop new competencies for professional activities throughout their careers. Despite a solid theoretical foundation and existing experimental studies on methods for organizing independent work in foreign language lessons, several issues remain unresolved. Specifically, discrepancies persist in the scientific literature regarding the interpretation of the concepts of 'social work' and 'social activity.' Additionally, challenges exist in organizing individual learning as a means of fostering personal independence and in identifying effective methods for enhancing students' learning and cognitive engagement.

The urgency of these issues and the pressing need to explore ways for teachers to plan individual learning trajectories for students during foreign language instruction led to the selection of the research topic:

"Methods of Organizing Independent Work in German Language Classes."

The Analysis of Sources and Recent Research. The problem of organizing students' independent work and fostering cognitive activity has been examined by several prominent psychologists, including I. Bretsko, L. Vygotsky, V. Davydov, as well as notable foreign scholars such as G. Kershensteiner, M. Montessori, and S. Frenet, among others. The theoretical and methodological foundation of this study is based on the works of theorists I. Volobuieva, M. Verbytska, V. Lozova, M. Terletska, and others.

The Purpose of the article is to investigate and experimentally evaluate methods for organizing independent work in German language lessons within secondary educational institutions.

To achieve this goal, the following tasks were set:
- To define the essence of the concept of independent work as a didactic category;
- To explore the relationship between the organization of individual learning and the development of personal independence;
- To develop and experimentally test forms for organizing students' independent work in German language lessons.

The study was conducted at the Humanitarian Gymnasium No. 1 in Vinnytsia, involving 31 9th-grade students.

The following methods were employed to address the tasks:
- Structural;
- Systemic;
- Theoretical (including analysis, synthesis, systematization, comparison, and classification of scientific and psychological sources of information).

The theoretical material and conclusions presented in this study can serve as a foundation for master's theses and diploma projects. The proposed methods for organizing students' independent work in German language lessons can be applied in the educational process, particularly during lectures and practical classes.

The Results of the Research. In scholarly works, educators often define independent work as a specific form of cognitive activity that involves students working without direct intervention from the teacher. In the context of the rapid advancement of information technology, the key criteria for evaluating the professional qualities of a graduate are not only the knowledge acquired but also the ability to make independent decisions, efficiency, and creativity.

The primary motivation for students' independent work – namely, the need for new knowledge – drives the activation of previously acquired knowledge, skills, and abilities. It encourages independent planning of learning objectives and the means to achieve them, as well as the accumulation of effort to reach the desired goal.

A contradiction arises when a student, despite possessing sufficient knowledge and skills, is unwilling to demonstrate independence in completing certain tasks. One of the primary reasons for this reluctance is often a lack of motivation.

It is important to emphasize that the development of strong-willed qualities and sustained motivation plays a pivotal role in fostering personal independence. The quality of this independence is determined by the individual's ability to set clear goals and achieve them autonomously.

Independent learning requires continuous student initiative, self-control, self-confidence, self-reflection, and student responsibility in learning (Abidin, 2023; Setyaningsih et al., 2023). What sets it apart from unstructured cognitive activity is its goal-oriented and systematic nature. Fostering a desire for continuous improvement of knowledge and skills is one of the central objectives in organizing individual learning for students. The ability to think independently helps students formulate problem-solving strategies, take the initiative to face challenges, increase competence, and respect themselves when expressing opinions (Triwiratman et al., 2023).

The general tendency is that the organization of independent work helps students develop the ability to consciously regulate their learning activities, adapt the methods they use based on individual needs, and facilitate the smooth transition between different types of activities, including when working with Internet resources.

Independent work should not be seen solely as the absence of control or assistance from the teacher. Instead, it primarily involves originality, the capacity to make non-standard decisions, the ability to set specific goals, and the skill to identify ways to achieve them.

Thus, we can draw the important conclusion that fostering independence in educational activities ultimately involves cultivating in students a continuous desire to improve their knowledge, along

with the ability to independently pursue and organize their learning.

Independence in a student's educational activity is also characterized by its occurrence during the intensive formation of the individual's personality, the development of self-awareness, and the establishment of life goals and vocational aspirations. Therefore, independent educational activity is inherently linked to self-education, the selection of moral principles, and character development. In this sense, fostering independence in educational activities constitutes a systematic pedagogical process.

The relationship between cognition in the learning process and cognition in the context of educational independence can be quite complex, with the boundaries between them often being fluid. Independent educational activity is primarily a form of cognition. The emphasis on its goal-oriented and systematic nature distinguishes it from spontaneous, unstructured cognitive activity.

According to Terletska (2014), the learning process should not only provide students with knowledge, skills, and abilities, and influence their consciousness and behavior, but also foster cognitive activity, which is, in turn, the driving force behind the mental development of the individual. This is why it is essential to create learning situations that stimulate the development of creativity in students. The tasks assigned should be achievable, yet challenging enough to provoke active mental engagement. Successful knowledge acquisition can be seen as the effective organization of students' cognitive activity, where the presented educational material encourages both active mental and practical actions.

By creating an independent educational space around the student and fostering their personal self-activity and independence, we also develop cognitive competence, which holds the potential for successful socialization in the future. The student becomes engaged in independent learning activities, which provide a sense of self-efficacy, regardless of academic performance.

Prior to the COVID-19 pandemic, digitalisation was already strongly linked to autonomous learning methods (Kelber-Bretz, 2023). However, the pandemic has highlighted numerous critical challenges associated with the use of digital media. It is important to emphasize that the integration of information and communication technologies (ICT) has a beneficial effect on students' educational and cognitive processes. Moreover, electronic resources such as Learningapps, Study Stack, MindMeister, Google Meet, and Ideaboardz have been positively evaluated by students (Balakirieva & Bondarenko, 2021).

As part of the experimental phase of our study, we conducted an activity with 9th-grade students at the Humanitarian Gymnasium No. 1 in Vinnytsia, based on the International Programme 'Learning to Teach German' (DLL – Deutsch Lehren Lernen). This program, offered by the Goethe-Institut in Ukraine, is designed for teachers of German around the world.

The experiment was carried out in several phases:
1. Preliminary Preparation: This phase involved reviewing theoretical material, setting specific goals and objectives, and formulating hypotheses and indicators to guide the analysis of students' activities.
2. Discussion with a High School Teacher: A conversation was held with a high school teacher to understand their approach to teaching and the main methods they use in foreign language instruction.
3. Initial Meeting with the Participants: The first interaction with the students was conducted to assess the overall knowledge level of the class.
4. Lesson Preparation: Using the gathered information and personal documentation, the lesson was planned and prepared.
5. Conducting the Experiment: The experiment was implemented with 9th-grade students.
6. Analysis of the Results: The results of the experiment were analyzed based on personal observations, as well as questionnaires completed by the students and teachers who attended the lesson.

The overall goal of the experiment was to analyze students' responses to completing tasks autonomously.

A number of hypotheses were proposed to compare the general expectations of the experiment with the actual course of events. These included:
1. Students are more motivated and willing to work when performing tasks autonomously;
2. They assist one another and correct mistakes during partner and group activities;
3. They speak more freely and are less afraid to make mistakes, as the teacher does not impose strict control over their work.

The opportunity to speak with a high school teacher about the specifics of working in a foreign language class was provided. Since the Deutsch

Lehren Lernen methodology was not used by the teacher, it became clear that the proposed methods and tasks would be new and unfamiliar to the students. After this conversation, it was realized that the tasks would need to be presented clearly and understandably, and the chosen form of work would need to be explained to the students in advance.

The decision to attend one of the German lessons with the class to be worked with directly contributed significantly to the overall planning of the upcoming lesson. The pace of their learning was assessed, the average level of knowledge was determined, the teaching materials were familiarized with, and their behavior in a familiar setting was observed.

The next phase involved preparing for the lesson using the information and documentation that had been received. Efforts were made to design tasks and work formats that would provide all students with the opportunity to express their opinions in German and work independently. Upon observing the lesson at school, it became evident that the students were clearly divided into active and passive groups. Therefore, the goal was to stimulate interest and motivation to complete the tasks and engage as many students as possible in productive cooperation. Without a genuine desire and a clear understanding of the purpose behind learning specific material, students would be unlikely to take the initiative in setting goals, finding solutions, and, most importantly, in analyzing and improving their results.

During the lesson, the goal was clearly stated, and specific tasks were assigned, with no alternatives provided. After dividing the students into several groups and distributing markers and separate sheets of paper, the first task was announced. The students were instructed to discuss several questions related to the topic, briefly summarize the main ideas on a poster, and share their thoughts with the rest of the class.

At the initial stage, the students demonstrated interest in working in groups, though they spoke little German. Given that the grouping was random, the level of knowledge varied significantly across the groups. Unconsciously, the students immediately divided roles: each group had a leader who controlled the process, kept track of time, and engaged their classmates in active work. Some students were responsible solely for the design of the posters, while others dictated what they considered to be the correct answers. As anticipated, some students behaved passively. I refrained from interfering with their work and simply observed the process. In general, the

students did not require my assistance and completed the task as they deemed appropriate. However, the joint discussion no longer seemed as engaging or novel to them, and the number of active participants slightly decreased at this stage.

The next task involved conducting a back dictation. This method not only serves as an effective way to develop students' independence, but also provides an opportunity for the teacher to present information through visual, auditory, and digital channels of perception. In pairs, the students were required not only to read the proposed text, but also to comprehend its topic, identify the logical sequence, and pronounce the words as clearly as possible while dictating them to their partner.

It was evident that this was the first time the students had encountered back dictation. After explaining the purpose and method of the task, they had additional questions and initially performed the task slowly and hesitantly. It was only later that they became more focused on the content of the text and ceased to be distracted by other factors.

By this stage of the lesson, it became clear that students worked more actively in groups. I was surprised when they requested to complete the task with a friend or neighbor, rather than a randomly assigned classmate. Given that the goal was to complete the exercise with high quality, I had to refuse their request, as communication with a close friend could have been prioritized over the task at hand. The students did not object for long, but it was apparent that back dictation was an unfamiliar and unusual activity for them.

Another opportunity for students to work autonomously was through independent work on the text. It is crucial for the teacher to clearly articulate the task in order to stimulate motivation toward achieving a specific goal. Once the students understood the purpose of the task, they worked diligently. As most of the tasks in the lesson were completed without my direct supervision, the students increasingly required less assistance.

The final, yet equally important task, was for the students to conduct interviews. Provided with a list of questions, they were asked to interview several classmates and record their responses on the provided sheets of paper. Since I no longer imposed restrictions on their choice of partners, they opted to interview those with whom they were more familiar or their neighbors. Despite this, their cooperation can be

considered fruitful, as they were seldom distracted and remained focused on the topic at hand.

With each new task, an increasing number of students attempted to speak German. They realized that corrections were made only when necessary – when the meaning of a sentence was unclear due to an error. If minor mistakes did not hinder comprehension, students were given the opportunity to self-correct, or we simply ignored them. The primary objective was to foster autonomous work without strict teacher supervision and to encourage independent analysis of their results. Constant correction and my interventions could have hindered their ability to express themselves confidently and potentially caused apprehension about speaking a foreign language.

At the end of the lesson, the students were asked to complete questionnaires, which enabled them to evaluate their own performance and share their impressions of the experiment and the new social forms of work.

However, the students did not take the analysis of their own results seriously. They understood that the marks they assigned themselves would not be recorded in the gradebook, and that the teacher always has the final say in this regard. This highlights a broader issue: in the learning process, it is crucial not only to develop the ability to work autonomously but also to learn how to independently analyze one's work, set new goals, and find ways to achieve them.

Since today's students, unfortunately, do not have the opportunity to speak German frequently in class, a language barrier exists, which is not only evident from my observations but also supported by statistical data derived from the completed questionnaires. Out of 31 students, 14 reported being afraid of making mistakes. As a result, they would mentally rehearse their sentences before attempting to speak, and when trying to express themselves in German, they spoke slowly and with pauses. Even during pair work, when I provided students with the opportunity to work autonomously and refrained from correcting their answers, they struggled to fully engage and conduct the dialogue exclusively in the foreign language. The results were telling: only 15 out of 31 students responded affirmatively to the question, "Did you speak exclusively in German during your pair work?"

Another interesting aspect for analyzing the results of our experiment concerns the students' interaction during pair and group work. As mentioned earlier, I did not control their task performance but only assisted with questions and checked their completed work. According to the statistics, only 10 out of 31 students corrected their classmates' mistakes during the independent discussion of the questions. The remaining students either did not notice the errors, as they were focused solely on the quality of their own work, or did not feel it was appropriate to point out mistakes, fearing it might disrupt the overall activity.

The results from the teacher's observations, reflected in the completed questionnaires, align with these findings. It was evident when students answered confidently, worked with interest, and remained actively engaged, as opposed to when they initially felt uncertain or skeptical about the new method of working.

Upon analyzing the classroom atmosphere, it became apparent that initially, the students were passive, often distracted by unrelated matters, and it was challenging to regain their focus. Additionally, the desks were rearranged from their usual setup and combined to facilitate group work, which further hindered their ability to concentrate on the lesson. The change in the furniture arrangement contributed to the initial difficulty in focusing.

However, once the students were grouped and began working on the first task, the noise level in the classroom significantly decreased, and everyone became more engaged in the collaborative work. By the end of the lesson, all participants showed a clear interest in the topic and the proposed exercises.

Although the students had questions about the peculiarities of the social learning formats, as it was their first time experiencing them, they did not find it difficult to work autonomously without my direct instructions and guidance. When they encountered unfamiliar vocabulary, they consulted the dictionary independently, and if they identified any ambiguities in the text, they initiated discussions with their peers. Their independent work proved to be fruitful and beneficial, and the absence of my corrections allowed them to engage more freely in German, without the fear of making grammatical mistakes. On occasion, they even attempted to correct their own errors and those of their classmates, which further demonstrated their active interest in the learning process.

Having had the opportunity to observe their learning during a regular German lesson and to teach my own lesson using the methods from the new program, I noticed a distinct difference in their behavior and approach to the material. Although the

same topic was covered, the alternative teaching approach led to increased student engagement, a reduction in errors, and a greater willingness to ask additional questions.

By comparing my initial hypotheses with the results obtained, I was once again convinced that autonomous learning plays a positive role in the acquisition of foreign language material.

Conclusions. In the current stage of societal development, characterized by the rapid growth of information, one of the most pressing tasks is to teach students how to master independent learning strategies. In this context, the goals of education are evolving. The emphasis is shifting towards the formation and development of learning activities, with a focus on equipping students not only with subject-specific knowledge but also with general intellectual skills. These skills are essential for the independent acquisition of knowledge across various fields of science and disciplines.

The organization of individual learning contributes significantly to the development of personal independence. Fostering independence in educational activities involves cultivating a desire in students to continually enhance their knowledge, as well as the ability to independently organize and conduct cognitive processes.

The prospects for further development of this topic lie in the need to explore methods of motivating students during the initial stages of setting educational goals and objectives. Additionally, it is essential to identify effective strategies for self-reflection, which will help students further improve their results and enhance their autonomous learning capabilities.

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PROBLEMS OF TEACHER TRAINING

ПРОБЛЕМИ ПІДГОТОВКИ ВЧИТЕЛЯ

Trends in forming digital competence of future teachers in university education

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Abstract

The article examines current trends in the formation of digital competence among future teachers in the context of the digital transformation of education. The concept of digital competence is analyzed based on international and national standards, particularly DigCompEdu and the Standard of Pedagogical Education of Ukraine. Special attention is given to key components of digital competence, including the use of digital resources, interactive learning, assessment of student achievements in a digital environment, and the development of students' digital literacy. The study highlights the role of digital technologies in teacher training, focusing on the use of online courses (Coursera, EdX, Prometheus, Moodle), distance learning platforms, and adaptive learning systems. The integration of augmented and virtual reality into the learning process, the impact of artificial intelligence on personalized education, as well as the effectiveness of gamification and interactive methods in teacher preparation, are analyzed in detail. Key challenges in implementing digital technologies in higher pedagogical education are identified, including insufficient teacher training in digital tools, the absence of a unified methodology for assessing students' digital competence, technical and organizational barriers to the adoption of innovative technologies, and the psychological aspects of student adaptation to digital learning. The article outlines the prospects for the development of digital competence among future educators, emphasizing the importance of collaboration between universities, technology companies, and EdTech platforms. The study also explores the adaptation of international best practices, the development of innovative educational methodologies, and the projected growth of digital pedagogy. It is anticipated that the role of digital tools in the learning process will continue to expand, leading to the widespread adoption of innovative technologies to enhance education quality.

Keywords: digital competence, digitalization of education, online learning, adaptive learning, digital technologies, digital pedagogy, artificial intelligence, augmented reality, gamification, teacher training

Тенденції формування цифрової компетентності майбутніх вчителів в університетській освіті

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Анотація

У статті розглядаються сучасні тенденції формування цифрової компетентності майбутніх учителів в умовах цифрової трансформації освіти. Досліджено концепцію цифрової компетентності відповідно до міжнародних та національних стандартів, зокрема DigCompEdu та Стандарту педагогічної освіти України. Акцент зроблено на ключових складових цифрової компетентності, таких як використання цифрових ресурсів, інтерактивне навчання, оцінювання навчальних досягнень у цифровому середовищі та розвиток цифрової грамотності учнів. Проаналізовано роль цифрових технологій у професійній підготовці вчителів, включаючи використання онлайн-курсів (Coursera, EdX, Prometheus, Moodle), дистанційних платформ та адаптивних систем навчання. Особливу увагу приділено інтеграції доповненої та віртуальної реальності у навчальний процес, впливу штучного інтелекту на персоналізацію навчання, а також ефективності гейміфікації та інтерактивних методів у підготовці педагогів. Визначено основні проблеми впровадження цифрових технологій у систему вищої педагогічної освіти, серед яких недостатня підготовка викладачів до роботи з цифровими інструментами, відсутність єдиної методики оцінювання рівня цифрової компетентності студентів, технічні та організаційні обмеження впровадження інноваційних технологій, а також психологічні аспекти адаптації студентів до цифрового навчання. Окреслено перспективи розвитку цифрової компетентності майбутніх педагогів, зокрема необхідність співпраці університетів із технологічними компаніями та EdTech-платформами, адаптації міжнародного досвіду, розробки інноваційних освітніх методик. Прогнозується подальший розвиток цифрової педагогіки, зростання ролі цифрових інструментів у навчальному процесі та впровадження інноваційних технологій для підвищення якості освіти.

Ключові слова: цифрова компетентність, цифровізація освіти, онлайн-навчання, адаптивне навчання, цифрові технології, цифрова педагогіка, штучний інтелект, доповнена реальність, гейміфікація, підготовка вчителів

Statement of the problem. The modern educational space is undergoing a rapid digital transformation, which significantly affects all aspects of the educational process. The introduction of digital technologies changes not only teaching methods but also the competencies that a modern teacher needs for effective professional activity. In this regard, the formation of digital competence of future teachers is becoming one of the key tasks of pedagogical education.

Digital competence is defined as a set of knowledge, skills and abilities that allow an individual to effectively use digital technologies in professional and everyday activities. It includes such components as information literacy, communication and collaboration in a digital environment, creation of digital content, security in cyberspace and solving technical problems. In the context of a teacher's professional activity, digital competence means the ability to use technologies to organize the educational process, assess students' academic achievements, create educational materials, and effectively manage classroom activities (Akimova et al., 2023).

The digitalization of education is also significantly changing approaches to training future

teachers in higher education institutions. Modern educational programs increasingly integrate digital literacy courses, distance learning methods, and the use of information and communication technologies in the educational process. An important role is played by the development of blended learning, which combines traditional classroom classes with distance technologies, allowing students to develop the necessary skills for working in a digital environment while still studying at university.

Analysis of recent research and publications. Digitalization of education is one of the key trends in modern pedagogy, which significantly changes the content, methods, and forms of education in higher education institutions. The formation of digital competence of future teachers is a necessary condition for their effective professional activity in the conditions of rapid development of information technologies. The introduction of digital tools into the educational process contributes to the individualization of learning, increasing student motivation, improving access to educational resources, and developing new forms of communication between teachers and students.

Studies of the educational and digital environment of universities in different countries of the world indicate the growing role of innovative technologies in the professional training of teachers. The scientific works of Antoshkova (n.d.), Akimova (2022), Bakhmat (2023), Dzvinchuk (2020), Radchenko (2020), Kachmar (2020), Myskiv (2020), Dolinska (2020) consider the use of digital platforms, in particular Canvas and Blackboard, the integration of artificial intelligence into adaptive learning systems, and the use of massive open online courses to expand access to education.

Despite significant progress in the implementation of digital technologies, a number of problems remain that require deeper study. In particular, the impact of digital technologies on the development of critical thinking of students, the issue of overcoming the digital divide, and ensuring cybersecurity in higher education institutions has not been sufficiently studied. Another important aspect is the development of effective methods for assessing the digital competence of future teachers and their adaptation to rapid changes in the field of educational technologies.

The purpose of the article is to analyze current trends in the formation of digital competence of future teachers in higher education institutions and to identify key approaches, methods, and technologies that contribute to the development of teachers' digital skills.

Summary of the main material. The formation of digital competence of future teachers is a key task of modern university education, since the digitalization of the educational process requires teachers not only to master technologies but also to be able to effectively integrate them into teaching and learning. In this context, it is important to consider the theoretical foundations of a teacher's digital competence, in particular, to analyze its concept, structure, and regulatory frameworks defined by European and Ukrainian standards, such as the European Framework for the Digital Competence of Educators (DigCompEdu) and the Standard of Pedagogical Education of Ukraine.

A teacher's digital competence is defined as a set of knowledge, skills, and attitudes that allow for the effective use of digital technologies in professional activities. It covers a wide range of skills, from basic mastery of information and communication technologies to the ability to critically evaluate digital content, create their own educational resources, use adaptive learning technologies, and ensure a safe digital environment (Akimova et al., 2022).

According to the European framework for digital competence for teachers, DigCompEdu, digital competence consists of six main areas: Professional Engagement, Digital Resources, Teaching and Learning, Assessment, Empowering Learners, and Facilitating Learners' Digital Competence. This model provides for six levels of teacher competence – from beginner to leader in the field of digital pedagogy. In particular, DigCompEdu focuses not only on the technical aspects of working with digital tools but also on pedagogical strategies for their use, which contributes to improving the quality of the learning process and individualizing education (Yingfa, 2020).

In the Ukrainian context, the digital competence of a teacher is defined in the Standard of Pedagogical Education, which outlines the main requirements for the training of future teachers. It states that digital competence is a component of the general and professional competencies of a teacher and includes the ability to use modern digital technologies to create an educational environment, organize distance and blended learning, implement educational innovations, and form a digital culture

of students. Ukrainian regulatory documents emphasize the importance of developing critical thinking, cybersecurity, media literacy, and the use of digital tools for inclusive learning (Yingfa, 2020).

A comparative analysis of European and Ukrainian approaches to defining the digital competence of teachers indicates their conceptual unity and emphasis on the multidimensional nature of this phenomenon. In both cases, it is emphasized that digital competence is dynamic, constantly updated, and integrated into all aspects of pedagogical activity. However, the Ukrainian standard is more focused on providing basic digital skills and technical abilities, while DigCompEdu considers digital competence in the context of pedagogical mastery and innovative potential of the teacher.

Digital competence covers a wide range of skills that go beyond simple mastery of digital technologies, as it requires the ability to effectively integrate them into learning, provide innovative approaches to teaching, and critically evaluate and use digital content. Digital competence contributes not only to improving the quality of the educational process, but also to expanding the possibilities of individualizing learning, which is especially important in the context of multi-level groups of students and the implementation of inclusive education (Yingfa, 2020).

A modern teacher must be prepared to work with a wide range of digital tools, such as electronic educational platforms, interactive learning tools, distance learning technologies, and adaptive knowledge assessment systems. Possession of digital competence allows him to create his own educational resources, organize online lessons, apply gamification in the educational process, and use artificial intelligence to personalize the learning experience of students. In addition, ensuring cybersecurity and developing digital literacy among schoolchildren play a significant role, which is one of the key tasks of a modern teacher (Dzvinchuk, et al., 2020).

The digital transformation of education has caused profound changes in the system of pedagogical education, which requires updating educational programs, teaching methods, and approaches to the professional training of future teachers. Traditional learning models are gradually being supplemented by technologies of blended, distance, and personalized learning, which

necessitates the formation of relevant digital skills among students of pedagogical specialties. The training of future teachers now includes mastering digital platforms for learning, developing skills in creating multimedia content, implementing interactive teaching methods, and using cloud technologies to store and share educational materials (Dzvinchuk, et al., 2020).

One of the key trends in the digital transformation of teacher education is the introduction of massive open online courses (MOOCs), which provide access to high-quality educational resources and allow students to receive knowledge in a flexible format. Adaptive learning systems based on artificial intelligence are also becoming increasingly widespread, which allow adjusting educational content to the individual needs of each student. The use of such technologies contributes to increasing the efficiency of the educational process, as it provides the opportunity for independent mastery of the material and receiving feedback in real time (Lazarenko & Hapchuk, 2023).

Significant changes are also taking place in the system of assessing the professional training of future teachers. Traditional testing methods are gradually being supplemented by digital tools that allow for comprehensive diagnostics of the level of students' knowledge and skills. The use of electronic portfolios, automated tests, and analysis of students' learning activity through learning management platforms (LMS) allows for objective assessment and the formation of personalized educational trajectories (Lazarenko & Hapchuk, 2023).

Current trends in the formation of digital competence of future teachers reflect the global process of digital transformation of education, which includes the implementation of innovative educational technologies, the use of online resources for professional development, and the adaptation of the educational process to the individual needs of students. These processes contribute to increasing the effectiveness of pedagogical education, providing access to advanced methods and technologies that form competitive specialists in the field of education.

One of the key areas for the development of the digital competence of future teachers is the use of online courses and educational platforms that provide the opportunity for continuous professional growth. Resources such as Coursera, EdX,

Prometheus, and Moodle provide access to courses from leading universities in the world, providing educational materials on topical topics of digital pedagogy, educational process management, use of technologies in teaching, etc. Using such platforms allows future teachers not only to master new teaching methods but also to obtain certifications that increase their professional competitiveness. Particularly important are the possibilities of personalized learning, interactive tasks, and self-testing, which contribute to the effective assimilation of the material and reflection on their own progress.

An important component of digital transformation is the integration of augmented reality (AR) and virtual reality (VR) technologies into the educational process, which opens up new opportunities for modeling the educational environment and increasing student engagement. The use of AR and VR allows you to create virtual learning laboratories and implement practice-oriented methods that contribute to a deeper understanding of the educational material. In pedagogical education, these technologies can be used to simulate various educational situations, in particular in the fields of teaching methods, student psychology, and classroom management. For example, the Google Expeditions or CoSpaces Edu platforms allow students to immerse themselves in virtual lessons, observe pedagogical situations, and analyze the interaction of the teacher with students. This contributes to the development of professional skills and readiness to work in a modern educational environment enriched with digital technologies (Lazarenko & Hapchuk, 2023).

Another important aspect of the formation of digital competence is the use of artificial intelligence (AI) and adaptive learning, which contribute to the individualization of the educational process and increase its efficiency. AI-based systems analyze student behavior, adapt educational materials to their needs, provide instant feedback, and recommend optimal learning paths. The use of adaptive learning is particularly relevant in the training of future teachers, as it allows them to develop individual educational routes for students, adjusting educational content to their needs and level of training. Technologies such as personalized educational platforms (e.g., Smart Sparrow, Knewton, Century Tech) are used to train teachers, helping them develop curricula, assess students'

academic progress, and analyze their educational needs (Alenezi, 2023).

The formation of digital competence of future teachers takes place in the context of global changes in the educational environment, which are caused by the rapid development of digital technologies. One of the most promising areas for improving teacher training is gamification and interactive teaching methods, as well as the introduction of blended and distance learning. These approaches contribute to increasing student motivation, developing practical skills, and adapting to the use of digital tools in future professional activities.

Gamification, which involves the use of game elements in the educational process, is an effective way to increase student engagement and develop their digital competence. It involves the use of mechanics such as competition, a reward system, levels of difficulty, and personalized tasks that stimulate interest in learning. Gamified educational technologies can be implemented using interactive platforms such as Kahoot!, Quizizz, and Classcraft, which promote the active involvement of students in the educational process. In addition, the use of such tools allows future teachers not only to learn in a playful way but also to master the methods of implementing gamification in their own pedagogical activities. An important role is also played by elements of educational simulations, which allow students to practice pedagogical skills in a virtual environment, modeling various situations of interaction with students (Alenezi, 2023).

Interactive teaching methods also play a significant role in the formation of the digital competence of future teachers, as they contribute to the active interaction of students with digital technologies and develop their ability to apply innovative methods in the educational process. Interactive methods include project-based learning, case studies, and collaborative digital technologies. Using tools such as Padlet, Trello, Miro, and Google Jamboard helps students work on collaborative projects, organize group research, analyze information, and make collective decisions. This helps develop not only digital competence but also critical thinking, communication, and cooperation skills.

Blended learning, which combines traditional forms of teaching with digital technologies, has become a new reality in teacher education, opening up opportunities for a personalized and effective

learning process. This model involves the use of online courses, video lectures, and interactive tasks, which allows students to flexibly organize their own learning process, adjusting the pace and intensity of learning. Blended learning is implemented through the Moodle, Google Classroom, and Microsoft Teams learning platforms, which integrate synchronous and asynchronous learning formats. This approach is especially relevant for the training of future teachers, as it allows them not only to master digital technologies but also to master the methodology of organizing blended learning, which is becoming increasingly common in schools and other educational institutions (Smyrnova-Trybulska, et al., 2017).

Distance learning formats, which have received significant development in connection with the COVID-19 pandemic, have become an integral part of teacher education. They provide flexibility in the learning process, allowing students to receive knowledge regardless of their location, which is especially important for increasing the accessibility of higher education. Distance learning is based on the use of digital platforms for video lectures (Zoom, Google Meet, BigBlueButton), interactive resources for self-study of the material (Edmodo, Coursera, EdX), as well as tools for monitoring and evaluating learning outcomes (Google Forms, Quizlet, Socrative). The use of these technologies forms in future teachers the skills of working in an online environment, organizing distance lessons, and using digital tools to assess students' knowledge (Vasyliuk, et al., 2021).

Methodological aspects of forming the digital competence of future teachers are an important element in preparing teaching staff for work in the conditions of the digitalization of education. For the effective integration of digital technologies into the educational process, it is necessary to develop a set of methodological approaches that not only provide university students with the necessary theoretical knowledge but also contribute to the development of their practical skills in using modern digital tools. This requires flexible organization of the educational process and effective use of digital platforms and resources that meet the modern requirements of the educational environment (Moyle, et al., 2011).

One of the key aspects of organizing the educational process taking into account digital technologies is the integration of modern digital platforms and tools that allow students to master not only theoretical material but also to practically apply the knowledge gained. Universities should create conditions for digital technologies to become an organic part of the educational environment. This involves not only the use of online courses and digital resources but also the transition to blended learning, which combines traditional forms of learning with digital tools. In the context of digitalization, it is important that teachers not only have skills in working with digital technologies but also be able to transform their teaching methods, creating conditions for students to work independently in an online environment. This includes creating interactive lectures, using video materials, online tests, and self-assessment tasks, as well as organizing remote consultations and seminars (Vasyliuk, et al., 2021).

Particularly important in the context of developing digital competence is the use of digital tools for active learning, which allow students not only to acquire knowledge but also to actively interact with the material, other students, and the teacher. Such tools include Google Classroom, Padlet, Canva, and Mentimeter. Google Classroom is a powerful tool for organizing the learning process online, providing opportunities for creating learning materials, distributing tasks, assessing results, and providing feedback. Using this platform allows students to work on tasks in an interactive format, view resources, and receive timely assessments and comments. This allows you to create an effective learning environment that supports student independence and promotes the development of their digital skills.

The formation of digital culture and ethical norms for working with digital resources is an important component of the professional training of future teachers in the context of the digital transformation of education. Modern teachers must not only have the skills to use digital technologies, but also understand the ethical aspects associated with their application in the educational process. Digital culture includes a set of knowledge, values, and norms that determine how digital technologies are integrated into everyday human life and affect interaction in society. It encompasses the ability to correctly use digital resources, adhering to ethical standards that include respect for copyright, data confidentiality, network security, and a responsible attitude to information (Anoshkova, n.d.).

To form a digital culture in future teachers, special attention should be paid to educating a responsible approach to the use of information technologies, understanding the risks associated with digital means of communication and data processing, as well as skills for safe work on the Internet. It is important that students not only learn to effectively use digital resources for their own educational purposes, but also be able to evaluate information, verify its reliability, and understand how it can be used in the pedagogical process. Adherence to ethical norms of work with digital resources also involves the development of critical thinking skills regarding digital media, the ability to navigate ethical dilemmas that may arise when using technology, in particular in the context of digital dishonest use of information or manipulation of data (Moyle, et al., 2011).

Taking into account ethical norms of working with digital resources is also important for the safety and protection of students in the digital environment. Teachers should not only teach their students to use digital tools correctly and ethically, but also create a safe digital environment where personal data is protected and the risk of cyberbullying is prevented. The formation of such a culture at the early stages of teacher education is the basis for the development of responsible citizens in a digital society, capable of conscious use of technology and protection of their rights in the digital space (Moyle, et al., 2011).

Project activities and research tasks in the digital environment are becoming important tools for the development of digital competence of future teachers. Project activities that actively use digital technologies allow students not only to acquire knowledge, but also to apply it in practice, working on real tasks and solving problems facing modern education. By using digital platforms such as Google Classroom, Padlet, or other collaborative tools, students can create collaborative projects, complete research assignments, and present their findings online. This allows them to develop teamwork, creative thinking, and effective communication skills in a digital environment (Anoshkova, n.d.; Slushny, et al., 2020).

Research activities in the digital environment open up new opportunities for students in the field of pedagogical sciences. The use of online databases, scientific journals, access to virtual laboratories, and interactive learning platforms allows students to conduct in-depth research, develop the latest teaching methods, analyze digital trends in education, and implement innovative approaches in pedagogical practice. Thanks to this, they gain experience in scientific work, learn to critically evaluate information, and create their own research projects using modern digital tools (Kuzminska, et al., 2020).

The introduction of digital technologies in the education of future teachers faces a number of significant problems and challenges that require a systematic approach and a comprehensive solution. One of the main problems is the insufficient training of teachers in the use of digital tools. Many teachers do not have the necessary knowledge and skills to effectively integrate technologies into the educational process. This is especially relevant in the conditions of rapid changes in the technological environment, when new tools and platforms are constantly appearing on the market. The lack of proper training of teachers in the use of digital tools leads to the fact that they cannot properly ensure effective learning activities of students, which, in turn, reduces the quality of education and hinders the development of digital competencies of future teachers (Slushny, et al., 2020).

Another problem is the lack of a unified methodology for assessing the level of digital competence of students. Although numerous tools and platforms exist for self-assessment of knowledge and skills, the lack of standardized criteria for assessing digital competencies in higher education complicates the process of forming a holistic picture of the level of preparedness of students. This creates difficulties for teachers, as they need to adapt their own assessment methods to different aspects of digital technologies and provide students with an objective and accurate assessment of their achievements in this area. The lack of clear standards and criteria for assessment also creates uncertainty in determining the level of digital competence at the level of the entire education system, which complicates the development of this competence within educational programs (Slushny, et al., 2020).

Technical and organizational problems of introducing digital technologies into the educational process are also a significant barrier to the effective use of tools and platforms in pedagogical education. The lack of stable access to the Internet, the low quality of university technical support, and

educational facilities that are not sufficiently adapted to digital needs significantly limit the opportunities for integrating technology into the educational process. Many educational institutions do not have the necessary resources to ensure the proper functioning of digital tools, and students face difficulties in accessing the necessary equipment and software. In addition, there is a problem of the lack of proper technical support, which complicates the prompt resolution of problems that arise when using digital technologies. These organizational and technical limitations make the implementation of digital technologies in the educational process less effective and increase the likelihood of obstacles to achieving the desired results (Bakhmat, 2023).

The psychological aspects of students' adaptation to digital learning are also an important challenge. The transition to digital learning is a significant stressor for many students, as it requires the development of new skills in self-study and time management. Students often experience difficulties in mastering new digital tools, which can lead to a decrease in their motivation and emotional burnout. In addition, there is a problem of a lack of clear understanding and control over the learning process, as digital learning requires greater autonomy, which does not always correspond to the usual ways of learning in traditional settings. In addition, the lack of direct contact with the teacher and fellow students can affect the level of socialization of students and their perception of the learning process as a whole. All these psychological factors can cause difficulties in the process of adapting students to the digital environment, which negatively affects their learning experience and the development of digital competencies (Bakhmat, 2023).

The prospects for the development of the digital competence of future teachers in the face of constant changes in the field of technology and education provide significant potential for cooperation between universities, technology companies, and EdTech platforms. Such cooperation can become the basis for creating innovative educational environments that provide a high level of digital training for teachers. The involvement of technology companies and EdTech platforms in the educational process allows for the integration of modern digital tools and resources that greatly facilitate access to knowledge and educational materials. Platforms such as Coursera, EdX, Moodle, or other specialized learning environments offer universities the opportunity to implement online courses, trainings, and other forms of learning that allow future teachers to obtain the necessary skills to work with digital technologies in real time. Cooperation with technology companies also contributes to the creation of innovative solutions for interactive learning, virtual classrooms, and simulations that allow for the improvement of the learning process and make it more effective. In addition, such interaction can become a catalyst for the development of new pedagogical approaches based on the use of advanced digital technologies (Guerrero, et al., 2020).

The introduction of international experience in teacher training is another important perspective for the development of digital competence. Given the globalization of education and the exchange of experience between different countries, it is important to introduce best practices and approaches from the international pedagogical community regarding the development of digital skills in teachers. Universities can adapt successful methods of digital teacher training used in other countries, such as the UK, the USA, or European countries, to their conditions. This includes the use of innovations such as online courses for teacher education, the development of programs and trainings focused on improving the digital literacy of teachers. International experience also allows you to expand the horizons of the professional development of teachers, introducing modern approaches to the use of technology in teaching. Initiatives aimed at creating international educational standards and digital competence standards for teachers are also important, which provides a unified approach to learning in the context of the digital transformation of education (Bakhmat, 2023).

The forecast for the development of digital pedagogy indicates that it will become an integral part of the future professional activities of teachers. Every year the role of digital technologies in the educational process is growing, and pedagogy itself is becoming more and more focused on the use of innovative technologies. The introduction of such tools as artificial intelligence, adaptive learning, virtual and augmented reality, and gamification will allow the creation of personalized learning programs that meet the individual needs of students.

This, in turn, will contribute to increasing the efficiency of the educational process and the development of critical thinking of students. For future teachers, this means that they need to possess not only basic digital skills but also be able to adapt these technologies to the specifics of a particular class or discipline. In the future, digital pedagogy will become not only a means of optimizing the educational process but also a powerful tool for the development of students, forming their skills for working in the digital world (Guerrero, et al., 2020).

The digital competence of future teachers is an important component of their professional training, and its development will determine the quality of the educational process in the future. Therefore, for the successful implementation of digital technologies in the educational process, it is necessary to ensure the continuous development of curricula, the creation of favorable conditions for teaching staff and students, as well as the integration of the latest technologies into everyday pedagogical practice. Taking into account all these factors, we can confidently say that the future of digital pedagogy opens up new horizons for the development of teaching and professional training of teachers.

Conclusions. The need to develop digital competence in future teachers indicates the need to integrate digital tools into the educational process and teacher training, as the ability to work with modern technologies is an important component of a teacher's professional activity. One of the main trends is the gradual change in the role of the teacher from a source of knowledge to a facilitator of the educational process, which involves the use of the latest digital resources and technologies to support individualization and personalization of learning. In this context, a special role is played by tools for distance learning, online courses, and interactive platforms, as well as technologies such as virtual and augmented reality, which allow significantly expanding opportunities for learning and development. An important aspect is also the integration of technologies such as artificial intelligence and adaptive learning systems, which are able to provide individual recommendations for each student, which is important in the context of preparing future teachers to work with different categories of students. This requires teachers not only to be able to use digital technologies but also to understand their potential and effectively apply them to develop students' critical thinking, creativity, and analytical abilities.

Another important trend is blended learning, which combines traditional forms of learning with the latest digital approaches. This allows for greater flexibility in the learning process, improved accessibility to resources, and increased learning efficiency. However, for the successful implementation of blended learning, the right combination of online and offline forms of learning is important, which requires teachers not only to master digital tools but also to be able to organize the learning process in such a way that students receive an effective and comprehensive experience.

Thus, among the main trends that determine the formation of the digital competence of future teachers, we can single out the need to create conditions for the development of digital literacy, adaptation to new technologies, and integration of innovative approaches into the learning process, as well as the importance of cooperation with technology companies and international educational platforms. Training teachers in such conditions should become a priority for universities because a high level of digital competence of teachers allows for high-quality teaching that meets the requirements of the modern digital era.

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Interactive technologies in the personal and professional development of a future teacher

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Abstract

The article analyzes interactive technologies of teaching in higher education in the context of the personal and professional development of future teachers: cooperative learning, interactive technologies of collective and group learning (collective discussion of the problem, brainstorming, "open marathon," decision tree, "teaching-learning" methodology, etc.), technologies of discussion of debatable issues, business and role-playing games, trainings, master classes, project method, case method, coaching pedagogical KVK, etc. Their use ensures the effectiveness of the personal and professional development of the future teacher, as it contributes to the development of his creative potential, creates conditions for experimental research work, self-improvement, self-realization, self-affirmation, and self-educational activity, and the search for new ways and means of solving problems that arise in professional and pedagogical activity. Practice proves that interactive education stimulates cognitive activity and contributes to the formation of both subject competencies and general pedagogical ones: the development of critical thinking, the formation of self-confidence and a positive "I-concept," the development of independence and creativity, the development of communication skills, the formation of relevant life and professional competencies, the creation of an atmosphere of cooperation and effective interaction, and the improvement of success, which in turn ensures the successful formation of the future teacher as a professional and a person.

Keywords: interactive learning technologies, personal and professional formation of the future teacher, the learning process in higher education, functions of interactive learning technologies

Інтерактивні технології в особистісно-професійному становленні майбутнього вчителя

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Анотація

В статті аналізуються інтерактивні технології навчання у вищій школі в контексті особистісно-професійного становлення майбутніх учителів: кооперативне навчання, нтерактивні технології колективно-групового навчання (колективне обговорення проблеми, мозковий штурм, «відкритий марафон» дерево рішень, методика «навчаючи – учусь» тощо), технології обговорення дискусійних питань, ділові і рольові ігри, тренінги, майстер-класи, метод проектів, кейс-метод, коучінг педагогічний КВК та ін. Їх застосування забезпечує результативність особистісно-професійного становлення майбутнього педагога, оскільки сприяє розвитку його творчого потенціалу, створює умови для експериментальної, дослідницької роботи, самоудосконалення, самореалізації, самоствердження та самоосвітньої діяльності, пошуку нових шляхів і засобів розв'язання проблем, що виникають у професійно-педагогічній діяльності. Практика доводить, що інтерактивна освіта стимулює пізнавальну діяльність і сприяє формуванню як предметних компетентностей, так і загальнопедагогічних: розвиток критичного мислення; формування впевненості у власних силах та позитивної «Я-концепції»; розвиток самостійності та креативності; розвиток комунікативних здібностей; формування відповідних життєвих і професійних компетенцій; створення атмосфери співробітництва й ефективної взаємодії; покращення успішності, що в свою чергу забезпечує успішність становлення майбутнього вчителя як професіонала і особистості.

Ключові слова: інтерактивні технології навчання, особистісно-професійне становлення майбутнього вчителя, процес навчання у вищій школі, функції інтерактивних технологій навчання

Statement of the problem. Modern higher education in the conditions of transition to the European model of education requires a new type of teacher with developed creative thinking, capable of effectively implementing new pedagogical ideas, possessing modern methods and technologies of teaching, means of psychological and pedagogical diagnostics, and the ability to predict a high-quality final result.

Among the interactive technologies of teaching and educating students, which play a special role in the personal and professional development of a teacher, the following can be mentioned: cooperative learning, interactive technologies of collective and group learning (collective discussion of the problem, brainstorming, "open marathon" decision tree, "teaching-learning" methodology, etc.), technologies of discussion of debatable issues, business and role-playing games, trainings, master classes, project method, case method, coaching pedagogical KVK, etc.

The main function of interactive technologies is the development of the teacher's creative potential, the creation of conditions for experimental, research work of students, their self-improvement, self-realization, self-affirmation, and self-educational activity, and the search for new ways and means of solving problems of an intellectual, moral, spiritual, and physical nature. Active work in these areas creates favorable conditions for the formation of the future teacher as a person and a professional.

The Analysis of Sources and Recent Research. The concepts related to interactive technologies and methods were introduced into scientific circulation in 1975 by the German researcher Hans Fritz. In his

research, he considered the goal of the interactive process to be changing and improving the behavior models of its participants. Analyzing his own reactions and the reactions of his interlocutors to certain problems in the process of educational activity, the student creates his own model of behavior.

The technological approach to the organization of the educational process is highlighted in the works of A. Aleksyuk, V. Bespalko, M. Klarin, G. Selevko, S. Sysoeva, P. Yutsiavichene and others. The problem of interactive learning technologies in general education institutions was reflected in the works of O. Pometun, V. Sharko, V. Shuldyk and others.

The Purpose of the article is to reveal the role and place of interactive technologies in the personal and professional development of a future teacher during his or her studies at a higher education institution and in the development of professional and pedagogical competencies necessary for the effective organization of the educational process during future pedagogical activity.

The Results of the Research. The term "interactive" (translated from English "inter" – "mutual", "act" – to act) means to interact. Interactive technologies are considered to be those in the process of using which, on the one hand, active interaction occurs, ranging from the interaction of two or three people among themselves to the broad cooperation of many, communicative competencies are formed and emotional contacts are established; on the other hand, mental processes important for the individual develop (perception, memory, attention, imagination, etc.), thinking develops in the process of analysis, synthesis, abstraction and generalization, will and character are formed. That is, personal competencies are formed in the process of becoming a future teacher.

According to many researchers (I. Avdeeva, I. Klarin, N. Suvorov, O. Pometun, etc.), the essential characteristics of interactive technologies are: maximum involvement of participants in the organization of the educational process; joint activity in the mode of equal communication; subjective experience of success by each participant in pedagogical interaction; mandatory reflection; in-depth work of participants in the educational process with personal subjective experience.

Scientists and practitioners have proven that interactive education stimulates cognitive activity and contributes to the formation of both subject-specific and general pedagogical competencies: development of critical thinking; formation of self-confidence and a

positive "self-concept"; development of independence and creativity; development of communication skills; formation of relevant life and professional competencies; creation of an atmosphere of cooperation and effective interaction; improvement of success (Kaplinskyi & Asauliuk 2014).

We will briefly describe some interactive technologies, the use of which, as practice proves, has a positive effect on the process of personal and professional development of higher education students.

Cooperative learning (German: kooperatives Lernen) is a method based on cooperation in groups, which effectively affects the success of learning. When using cooperative learning methods, favorable conditions are created for students to verbalize their thoughts and argue their own statements. Students learn to look at the problem from other positions and work with opinions that often contradict their own. Scientists identify five main criteria for successful cooperative learning: positive dependence (the success of each student depends on the conscientiousness of others, and therefore, in parallel, mutual responsibility is cultivated during teamwork); direct support (team members support each other directly, exchanging ideas, sources and materials, giving each other an assessment of the work done in order to obtain a successful joint result, explaining new material to each other and thus helping to eliminate gaps in knowledge); responsibility (each student participates in completing the task, contributes his own share to the work on the given problem, is responsible for the result of group activity, does his best work, trying to get to the heart of the issue and explain it to other students); social competence (students learn to trust and respect each other, to express their thoughts clearly and distinctly during communication, to resolve contradictions and conflicts; assessment and self-assessment (future teachers learn to evaluate their own contribution to the success of group work, as well as the reasons for the group's successes and failures, the group's joint work from the point of view of the methods used, and to identify the reasons for failures. This type of interactive technology includes work in pairs, rotational trios, "Carousel," "Aquarium," and work in small groups (Avtorski pedahohichni tekhnolohii v osvitno-vykhovnomu seredovyshchi vyshchoi shkoly, 2015).

Interactive technologies of collective and group learning (collective discussion of the problem, brainstorming, "open marathon" decision tree,

"teaching-learning" methodology, etc.) involve joint frontal work of all participants. Technologies of discussion of debatable problems, the essence of which is the public discussion of controversial issues using appropriate methods: debates, discussions, round tables, forums, symposiums, etc. Applying group forms of work, we were convinced that they contribute to the successful formation of a future teacher, forming his professional competencies. Working in groups or pairs, participants offer their own versions of performing problem tasks, become researchers, and together overcome difficulties on the way to the goal. It should be emphasized that the effectiveness of group work depends primarily on the extent to which each group member realizes the importance of mutual support and assistance, a purposeful desire to achieve group success with active individual participation, and everyone's awareness that without his personal success the group will not be able to achieve a successful result (Akimova et al., 2015).

An effective method of group work is training as a form of learning, which is characterized by a high degree of intensity (per unit of time, its participants usually acquire more knowledge, skills, and abilities than when studying according to a traditional program) and interactivity (all participants during the training demonstrate communicative, cognitive, and intellectual activity, participate in games and other exercises, ask questions of each other and the trainer, share their experience, express their own thoughts, versions, proposals, and assumptions) (Klochko et al., 2022).

Training methods are especially actively used in cases where the learning process is not aimed at the accumulation of scientific information but rather at the formation of life and professional skills and competencies based on effective communication, cooperation, openness, activity, and responsibility. The high efficiency of training is the result of the fact that with this approach, the position and knowledge of each participant is valued; you can share your own experience and hear its assessment by other participants in a comfortable atmosphere. During the training session, group discussion methods and game methods (situational role-playing, didactic, creative, organizational-active, simulation, and business) are most often used (Kaplinskyi & Asauliuk 2014).

Project-based learning (research, creative, informational, adventure, game, practically oriented) is the solution to current problems taken from real life, close and important for students. Projects provide an opportunity to closely combine theory with practice, as they focus on creating a specific creative product; stimulate interest in current problems; and form a whole range of competencies: development of project thinking, motives, and behavior of partnership and cooperation; creative approach to planning work on a project; ability to analyze; ability to show initiative and make decisions; ability to create a final product; ability to evaluate the creative products of others and perform self-assessment; and formation of independence, creativity, and other personal qualities (Kaplinskyi, 2019).

Stages of work on the project: from problem formulation to hypothesis testing and practical application of the results. The requirements for its application in practice are the formulation of an important problem that requires research, the value of the predicted project results, the phased nature of the project implementation, the organization of independent work aimed at implementing the project, the use of research methods, and the materialization of project results (Kaplinskyi & Lazarenko 2017).

The case method, the essence of which is to use specific cases (situations and stories, the texts of which are called "cases") for joint analysis, discussion, or development of solutions from a certain section of a discipline or a separate topic, is based on the concepts of the development of mental abilities and pedagogical thinking.

Work on a case involves the analysis of a specific situation, which involves independent work on finding, modeling, and designing the optimal solution; "brainstorming" within a small group; and public speech with the presentation and defense of the proposed solution. The functions of the case method are to acquire skills in using theoretical material to analyze practical problems; develop skills in formulating questions; form skills in making decisions independently in conditions of uncertainty; develop skills in concise, high-quality, and clear expression; and defend one's own position (Hurevych & Kaplinskyi 2017).

The case method, with appropriate communicative support, realizes the potential for the formation of personal competencies: the formation of social activity; the formation of creativity; the development of the ability to compete; the formation of a willingness to take responsibility for the results of one's own activities; the formation of self-confidence; the development of strong-willed qualities,

purposefulness; the formation of skills for working in a group; and the formation of a communicative culture.

The leading place among interactive teaching methods is occupied by a discussion – a discussion of a problem that involves conflicting views and creates optimal conditions for the development of critical thinking, analytical and communicative skills, the formation of the ability to reason, and the development of the ability to defend one's own opinion and to be critical of one's own and other people's judgments. One of its varieties is a debate (a discussion built on the basis of pre-planned speeches by participants representing two rival teams; after the speeches, the teams answer questions and listen to refutations of their arguments) (Kaplinskyi & Lazarenko 2017).

A special role belongs to the discussion when it comes to the process of education. The subject of educational discussions can be situations of moral choice, problems of a moral and ethical nature from life, works of art, films, close to the life experience of students. The discussion involves compliance with certain requirements for its organization (Kaplinskyi, 2018).

1. Choosing an interesting problem that would meet the interests of students and be vitally important for them. The discussion character should be embedded in the formulation of the topic itself: "To be like the majority or to remain yourself?" "What does it mean to be modern?" "A true friend is..." "What does it mean to be educated?".

2. An intriguing beginning to the discussion, which would ensure interest in discussing the problem and give impetus to controversial judgments. For this purpose, it would be advisable to prepare one or two initiators of the discussion in advance (secretly from others); to prepare a "saboteur" who would deliberately express the opposite opinion; the presenter or teacher himself was specifically offered a controversial version; and to confront contradictory positions.

3. A logical system of questions and their clear formulation was thought out in advance.

For example, for the discussion "A true friend is..." we proposed a logical system of questions from the textbook "Pedagogy" by V. M. Galuzyak, M. I. Smetansky, and V. I. Shakhov (Haluziak, 2006):

– Is it possible to be friends with a person who is less developed, less interesting than you? After all, friendship should enrich?

– Why did O. Balzac say, "Selfishness is poison for friendship"?

– In your opinion, can people with similar characters be friends? And with opposite ones? Which friendship is stronger?

– How do you understand the words "selfless friendship"? And can there be "selfish friendship?"

– What, in your opinion, is the main criterion for assessing a true friend?

4. Providing students with the opportunity to freely express their thoughts, avoiding an instructive tone and imposing their own views on the part of the teacher.

5. The teacher's ability to lead to the truth through leading questions and analogies, tactfully listening to different opinions of students, and delicately rejecting erroneous judgments. In this aspect, it is important to be guided by the principles:

• I respect any beliefs and, above all, those that contradict my own (S. Dali).

• I never agree with your beliefs, but I will defend your right to express them to the last breath (Voltaire).

• The one who contradicts me arouses not anger in me, but attention. I respect the one who contradicts me and thereby teaches me (Montaigne).

6. Avoiding demagogy. Using techniques of emotional stimulation. The point is that during the discussion, not only the tip of the chatty tongue should be involved, but also the intellect, emotions, feelings, and will.

In the personal and professional development of a future teacher, interactive game methods (business, role-playing, didactic, simulation-modeling games) play an important role (Haluziak, 2006).

A business game is a form of imitation of life or professional situations close to real ones, reproduction of the subject and social content of the participant's life, and modeling of systems, conditions, and connections characteristic of it as a whole. This occurs through dialogical forms of interaction using symbolic means. The purpose of this method is to master practical skills, develop an individual style of communication and behavior, and form the ability to show initiative and independence in solving a pressing problem. During a business game, a life or professional situation close to real activity is built.

Role-playing, the essence of which is the participants acting out given problem situations, allows them to try on themselves and get used to future roles, search for effective forms of interaction, communicate, overcome communication obstacles, and demonstrate the positive aspects of correct and disadvantages of stereotypical behavior. The game

state and personal experiences of game impressions provide the formation of valuable experience that comes in handy in similar or analogous situations that arise in professional activities (Kaplinskyi, 2018).

Often, the basis of a role-playing game is a game plot, in the development of which each student performs one or another role in order to develop communication skills, self-confidence, overcome excessive shyness, prevent bad habits (smoking, alcohol, drugs, etc.). Here is an example that students like.

When using the role-playing method, the class teacher acts out a situation: several teenagers offer their peer to drink alcohol with them. He refuses, for which they call him a weakling, a mama's boy, a yellow-mouthed person. The students offer different options for refusal. One of them turns to you: "And how would you behave in this situation?" Imagine yourself in the place of this teenager and model the options for refusing alcohol. We offer options, among which students, after offering their own versions, choose the optimal one (Shportun et al., 2020).

1) Guys, I would be happy to do it, but practice proves that men who do not drink achieve in life more than those who drink. I am learning to say "No!" because it is harmful to me. I will communicate with you better sober. 2) I want to be a person worthy of respect! And great people should have great willpower. 3) When I am sober, I do not drink. 4). Guys, I would rather be a yellow-mouthed than a blue-nosed. 5) I will simply say "No!" and in the future I will avoid such companies where I am not understood, where you waste time, engage in empty chatter and do not enrich yourself. I am not used to exchanging myself for trifles.

Using the brainstorming method (collective search for unconventional ways to solve problems) helps to overcome psychological inertia and produce the maximum number of new ideas in the shortest possible time. An interesting feature of this method is that during brainstorming, any criticism of the expressed versions (verbal, gestural, mimic) is prohibited; any idea is supported, even humorous or absurd. All expressed ideas are recorded by a group of experts for further analysis (Kaplinskyi & Damzin 2023).

Coaching helps to promote awareness and maximum disclosure of the previously unrealized potential and resource of a person, which may remain unnoticed, as an interactive process of supporting a person, the main task of which is to ensure self-confidence and improve the quality of life, without giving ready-made advice and recommendations, but by helping to find their own solutions to current problems (the coach does not have the answers; he has questions that help participants find the answer).

Psychologists identify several main areas of implementation of this method as the art of creating conditions that facilitate a person's movement towards the desired results: 1) the coach creates a specific atmosphere of mutual trust and initiative readiness to accept the challenge of overcoming oneself and success in achieving one's goal by focusing attention on one's capabilities;

2) contributes to the achievement of set goals by structuring goal-setting algorithms, planning and motivation using appropriate methods and technologies, making optimal decisions;

3) reveals the creative potential of the teacher, which contributes to the birth of ideas, innovative opportunities.

On the one hand, coaching is based on well-known methods of psychological science (observation, survey, conversation, testing, modeling, etc.), and on the other, it has its own standardized and tested procedures, models and technologies of self-actualization in order to obtain the most effective result possible.

Researchers identify four basic stages of coaching: 1) setting a goal, 2) checking the reality of achieving it, 3) building paths to achieving it, 4) actually achieving it (this stage is also called the stage of will) (Shportun et al., 2020).

Conclusions. Thus, the use of interactive technologies and teaching methods ensures the effectiveness of the personal and professional development of the future teacher, as it contributes to the development of his creative potential, creates conditions for experimental research work, self-improvement, self-realization, self-affirmation, and self-educational activity, and the search for new ways and means of solving problems that arise in professional and pedagogical activity.

Practice proves that interactive education stimulates cognitive activity and contributes to the formation of both subject competencies and general pedagogical ones: the development of critical thinking, the formation of self-confidence and a positive "self-concept," the development of independence and creativity, the development of communication skills, the formation of relevant life and professional competencies, the creation of an atmosphere of cooperation and effective interaction, and improving academic performance, which in turn ensures the

successful development of the future teacher as a professional and a person.

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Educational leadership as a component of professional training for future masters in education

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Abstract

The article explores the phenomenon of educational leadership as an integral component of the professional training of future master's degree students in education. The study examines key theoretical approaches to defining the concept of "educational leadership" and its role in the modern educational environment. Major leadership models in education, including transformational, distributed, and servant leadership, are analyzed in terms of their effectiveness in improving the management of the educational process. The article discusses the significance of educational leadership in teaching, educational management, and research activities, emphasizing its impact on preparing competent professionals capable of implementing innovations and fostering the strategic development of educational institutions. Particular attention is given to the methods and technologies used to develop leadership competencies in graduate students, including interactive learning methods (such as training sessions, case studies, and debates), the application of digital technologies, and the introduction of specialized leadership programs. The study identifies key barriers to the formation of leadership qualities, such as the insufficient integration of leadership disciplines into curricula, limited opportunities for practical application of acquired knowledge, and the lack of motivation among students to engage in leadership roles. The article outlines promising directions for improving the training of master's students in education, including expanding opportunities for practical training, integrating international best practices, and utilizing advanced educational technologies. Emphasis is placed on the importance of adapting global best practices in educational leadership training to the context of Ukrainian higher education. The study concludes that a comprehensive approach to fostering educational leadership is essential for the professional development of future master's students and for enhancing the overall effectiveness of the education sector.

Keywords: educational leadership, professional training, leadership competencies, teacher education, educational management, digital technologies, educational innovations

Освітнє лідерство як складова професійної підготовки майбутніх магістрів у галузі освіти

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Анотація

У статті досліджується феномен освітнього лідерства як невід'ємна складова професійної підготовки майбутніх магістрів освіти. Розглядаються основні теоретичні підходи до визначення поняття «освітнє лідерство» та його роль у сучасному освітньому середовищі. Окреслено ключові моделі лідерства в освіті, зокрема трансформаційне, розподілене та сервісне лідерство, що сприяють підвищенню ефективності управління навчальним процесом. У статті аналізується значення освітнього лідерства у викладацькій діяльності, освітньому менеджменті та науковій сфері, що забезпечує підготовку компетентних фахівців, здатних до впровадження інновацій та стратегічного розвитку закладів освіти. Особлива увага приділена методам і технологіям формування лідерських компетентностей у магістрантів, серед яких інтерактивні методи навчання (тренінги, кейс-стаді, дебати), використання цифрових технологій та впровадження спеціалізованих лідерських програм. Визначено основні бар'єри у процесі формування лідерських якостей, зокрема недостатню інтеграцію лідерських дисциплін у навчальні програми, обмежені можливості практичного застосування набутих знань та недостатню мотивацію студентів до управлінської діяльності. Розглянуто перспективні напрями вдосконалення підготовки магістрів освіти, включаючи розширення можливостей практичного навчання, впровадження міжнародного досвіду та використання новітніх освітніх технологій. Наголошено на важливості адаптації кращих світових практик підготовки освітніх лідерів до умов української вищої освіти. Зроблено висновок про необхідність комплексного підходу до формування освітнього лідерства, що сприятиме професійному розвитку магістрів освіти та підвищенню ефективності освітньої сфери.

Ключові слова: освітнє лідерство, професійна підготовка, лідерські компетентності, педагогічна освіта, освітній менеджмент, цифрові технології, освітні інновації

Statement of the problem. In the modern educational space, the importance of educational leadership as a key factor in the successful modernization of the education system is rapidly growing. Globalization processes, digital transformation, increasing requirements for the quality of educational services, and the need to train competitive specialists determine the need to form a new type of pedagogical personnel who are able not only to effectively implement educational functions but also to act as initiators of change. Educational leadership is considered a fundamental component of the professional activity of a modern teacher, which involves the ability to manage the educational process, strategic thinking, adaptability to change, team development, and the introduction of innovations.

The importance of educational leadership is especially relevant in the context of modern reforms in the education sector, which are aimed at democratizing the management of educational institutions, expanding academic autonomy, forming a competency-based approach to teaching, and focusing on high-quality training of future teachers. A modern educational leader is not just an administrator or teacher but an active agent of change who is able to promote the development of an innovative culture in the educational environment and motivate students and colleagues for continuous improvement and self-development.

The Analysis of Sources and Recent Research. The problem of educational leadership in modern research is considered one of the key factors in ensuring the effective functioning of educational institutions and the professional development of future teachers (Akimova et al., 2024a; Eadens & Ceballos, 2022; Kaufman & Stedman, 2022). The conditions of globalization, digital transformation, and reform of the education system create a need to train specialists who not only possess fundamental knowledge and teaching skills but are also able to perform managerial functions, make strategic decisions, and implement innovations (Fusarelli & Fusarelli, 2024; Nestulya, 2023).

Modern research indicates the growing role of educational leadership in improving the quality of education, forming an innovative environment, and adapting educational processes to new challenges (Hammad & Al-Harthi, 2021; Quinn & Quinn, 2020). Particular emphasis is placed on the fact that future masters of education should be prepared not only for teaching activities but also for the role of leaders who are able to influence educational policy, promote the development of pedagogical teams, and ensure effective interaction between participants in the educational process (Ni et al., 2022; Carson et al., 2023).

The issue of training educational leaders is gaining relevance in the context of international educational standards that provide for the formation of managerial competencies in teachers (Hanhimäki et al., 2023). In world practice, effective programs for training educational leaders focus on the development of strategic thinking, communication skills, change management, and the implementation of educational innovations (Hayes & Irby, 2019; Salem University, 2024).

At the same time, a number of challenges remain related to the insufficient integration of leadership components into the curricula of pedagogical universities, limited opportunities for practical training, and insufficient motivation of students to develop leadership qualities (Sapohov et al., 2023; Akimova et al., 2024b). Therefore, the need to improve the system of training future masters of education, focused on the development of leadership competencies, is an important task of pedagogical science, which requires further research and the development of effective methodological approaches.

The Purpose of the article is to analyze the importance of educational leadership as an important component of the professional training of future masters in the field of education.

The Results of the Research. The concept of "educational leadership" is multidimensional and is studied within the framework of various scientific approaches. In modern pedagogical science, it is interpreted as a process of influence aimed at ensuring the development of the educational environment, improving the quality of the educational process and the effectiveness of the management of educational institutions. According to different approaches, educational leadership is defined as the ability to motivate and inspire the teaching staff to achieve common goals (Fusarelli & Fusarelli, 2024), as a managerial function of the head of an educational institution (Hammad & Al-Harthi, 2021), or as a key competence of a modern teacher, which includes strategic thinking, communication skills and the ability to self-reflect (Kaufman & Stedman, 2022).

In pedagogical theory, several main models of educational leadership are distinguished, each of which has its own conceptual foundations and impact on the educational process. One of the most influential is the transformational leadership model, which assumes the ability of a leader to change the educational environment, form a vision of development, and motivate others to professional growth (Eadens & Ceballos, 2022). Within this model, the educational leader does not simply perform managerial functions but also acts as an initiator of deep structural changes. Another important approach is the concept of distributed leadership, according to which managerial functions and responsibilities are distributed among all participants in the educational process, which contributes to the development of teamwork, autonomy, and effective decision-making (Ni et al., 2022). Another approach is service leadership, which emphasizes serving others as the main mission of the educational leader. In this model, the leader or educator acts in the interests of students, teachers, and the community, contributing to the creation of a conducive environment for learning and development (Hanhimäki et al., 2023).

The educational leader plays a key role as an agent of change in the education system. His personal qualities and professional competencies determine the effectiveness of management and the quality of the educational process. Researchers emphasize that for an educational leader, such traits as strategic thinking, emotional intelligence, the ability to innovate, and adaptability are important (Hayes & Irby, 2019). In

addition, in the modern educational environment, communication skills, the ability to work in a team, an orientation to continuous professional growth, and mastery of digital technologies are becoming important (Akimova et al., 2024a). Professional training of educational leaders in higher education institutions should include the development of managerial competencies, strategic planning skills, critical thinking, and the ability to anti-crisis management (Sapohov et al., 2023).

In accordance with modern educational standards, the training of Masters of Education is aimed at forming a set of knowledge, skills, and abilities that ensure their readiness to solve complex professional tasks in educational institutions of various levels. Leadership competencies, in particular, are a component of general and professional competencies that must be formed during the educational process. They include a strategic vision of the development of educational institutions, decision-making ability, communication skills, creativity, responsibility, and emotional intelligence. Scientists note that future Masters of Education must have the skills of effective team management, flexible response to the challenges of the educational environment, and building constructive interaction with 0students, colleagues, and other participants in the educational process (Akimova et al., 2024a).

One of the key aspects of training Masters of Education is the introduction of leadership competencies into the content of curricula. This is implemented through relevant disciplines, in particular, "Educational Leadership," "Educational Management," "Management Psychology," and other courses aimed at developing management skills, strategic planning, project management, and effective communication (Ni et al., 2022). An important approach to training future educational leaders is the integration of theoretical knowledge with practical experience. This is ensured through internships in educational institutions, student participation in research and management projects, as well as the use of the case method, role-playing games, and other active learning technologies that contribute to the development of decision-making and teamwork skills (Hanhimäki et al., 2023).

Research shows that the effectiveness of developing leadership competencies depends on the methods of their formation and the level of student involvement in the process of practical application of the acquired knowledge (Carson et al., 2023). In

particular, in the international experience of training Masters of Education, significant attention is paid to individual development trajectories, mentoring and coaching methods, which allow students not only to acquire knowledge, but also to develop personal qualities necessary for effective educational leadership (Fusarelli & Fusarelli, 2024).

In educational management, leadership determines the ability to effectively organize the work of an educational institution, strategically plan its development, motivate the teaching staff, and ensure the quality of the educational process. An educational leader as a manager performs the functions of change management, developing organizational culture, and building effective communications. Research shows that effective management in education is based on the concepts of transformational, distributed, and service leadership, which are aimed at cooperation, collective responsibility, and continuous improvement of educational processes (Fusarelli & Fusarelli, 2024).

In teaching, leadership is manifested through the teacher's ability to motivate students, promote their personal and professional development, implement innovative teaching methods, and create a productive educational environment. A teacher-leader not only transfers knowledge, but also acts as a mentor who is able to form critical thinking, creativity, and autonomy in students. The leadership qualities of a teacher play a crucial role in creating a motivational atmosphere that promotes students' involvement in active educational and scientific activities (Ni et al., 2022).

In scientific activities, leadership is realized through the researcher's ability to initiate and conduct innovative research, integrate into the international scientific community, involve students in scientific work, and influence the development of educational policy. Leaders in science contribute to the popularization of educational innovations, the creation of interdisciplinary research, and the implementation of scientific results in higher education practice (Hanhimäki et al., 2023).

Developing leadership skills in future masters of education is an important task of professional training. Effective methods for developing these competencies are project-based learning, problem-based learning, coaching, mentoring, as well as case methods, role-playing games, and simulations. Project-based learning involves students completing complex tasks that require strategic planning, decision-making, and team communication. Problem-based learning allows students to analyze real cases and propose ways to

solve them, developing critical thinking and responsibility skills.

Coaching and mentoring are effective tools for developing leadership qualities, as they involve individual work with future educators, helping them define their own professional goals, develop strategies for achieving them, and realize their own potential. Research shows that the coaching approach contributes to an increase in the level of self-reflection, self-confidence, and responsibility for decision-making (Carson et al., 2023).

Among the technologies for the formation of leadership competencies, digital platforms and interactive educational environments occupy an important place. The use of online courses, webinars, virtual simulations, and collaboration platforms allows students to develop communication skills, strategic thinking, and teamwork skills. A special role is played by integrated educational technologies that contribute to the personalization of learning and the development of management competencies necessary for leadership activities in education (Akimova et al., 2024a).

In general, leadership in education is a multidimensional phenomenon that encompasses management, teaching, and scientific activities. The formation of leadership skills in future masters of education requires an integrated approach that includes interactive teaching methods, digital technologies, coaching strategies, and practical experience. The development of these competencies is a key condition for training specialists who can effectively respond to the challenges of modern education and ensure its high-quality development.

Practical aspects of developing leadership competencies in undergraduates play a key role in preparing future education professionals who have not only deep theoretical knowledge but also the ability to initiate changes, manage educational processes, and communicate effectively in a professional environment. In the modern system of higher education, the development of leadership skills is ensured by introducing interactive teaching methods, using digital technologies, and implementing specialized programs in educational leadership. Interactive teaching methods are an important tool for developing leadership competencies in undergraduates, as they contribute to the development of communication, organizational, and strategic skills necessary for effective management and teaching activities. Among the most effective methods,

trainings, project learning, case studies, and debates should be highlighted. Trainings are aimed at developing decision-making skills, emotional intelligence, conflict management, and teamwork. Project-based learning allows students to work on real or simulated tasks that require leadership initiatives, strategic planning, and effective delegation of responsibilities. Case studies involve the analysis of real-life situations from educational practice and the development of solutions, which stimulates critical thinking and the ability to conduct systematic analysis. Debates, in turn, contribute to the development of reasoned thinking, self-confidence, and persuasive communication skills, which are important components of educational leadership (Hanhimäki et al., 2023).

The use of digital technologies in the training of future educational leaders is another key direction in the development of modern pedagogical education. Educational platforms, virtual simulations, artificial intelligence, and online courses contribute to the personalization of learning, the modeling of management situations, and the development of communication skills. In particular, the use of interactive platforms such as Moodle, Google Classroom, or Microsoft Teams allows for the organization of distance learning, group discussions, and the management of educational projects in an online environment. Virtual simulations allow master's students to model situations of managerial decision-making and practice algorithms for effective interaction in educational institutions. Artificial intelligence tools such as adaptive learning systems and chatbots for educational management help to develop skills in working with large data sets and increase the level of student independence (Akimova et al., 2024a).

A separate direction for the development of leadership competencies is the implementation of specialized leadership programs in pedagogical institutions of higher education. Such programs, as a rule, include courses in educational management, strategic management, communicative leadership, and leadership psychology. The experience of European and American universities indicates the effectiveness of programs that combine theoretical training with practical internships in educational institutions. For example, in Finland and Germany, master's students in pedagogical specialties undergo internships in schools and universities, where they have the opportunity to participate in the development of

educational policies, organize the educational process, and carry out administrative activities (Sapohov et al., 2023).

An important component of such programs is mentoring, where experienced educational leaders accompany students in their professional development, providing recommendations and helping to define personal career trajectories. Mentoring programs at universities in the UK and the US involve regular meetings between students and leaders of educational institutions, where they can discuss challenges and prospects for the development of the educational environment (Carson et al., 2023).

Challenges and prospects for the development of educational leadership in the preparation of masters are important issues for modern pedagogical science and practice. The development of leadership qualities in future educators requires not only the introduction of new methods and technologies but also overcoming certain barriers that are caused by both internal and external factors. One of the main barriers is insufficient attention to the development of leadership competencies in educational programs. Traditionally, most pedagogical faculties are focused on the transfer of professional knowledge, rather than on the development of management skills, strategic thinking, and social responsibility. Many master's programs focus on pedagogical or scientific aspects, leaving management skills out of consideration, which significantly limits the opportunities of future leaders to influence the development of educational institutions and the students themselves. Another barrier is the lack of a sufficient level of practical experience in educational programs. Theoretical knowledge without real management experience limits the development of practical skills that are important for effective educational leadership. Many students do not have the opportunity to participate in management processes or work in real management of the educational environment during their studies. Promising areas for improving educational programs for leadership development in Ukraine include the integration of innovative teaching methods, the use of international experience, and a shift in emphasis on the practical training of future educators. In particular, it is important to develop models that combine theoretical knowledge with real practical situations. These can be project work, trainings, seminars, and internships in pedagogical institutions, where master's students can apply their management and communication skills. Master's programs need to pay more attention to the development of interdisciplinary skills, such as managerial thinking, teamwork, strategic planning, and technologies to support the educational process, including the use of digital tools for organizing learning. One of the directions is to improve the methods of developing emotional intelligence, which is an important component for an educational leader, as it allows for effective interaction with participants in the educational process, resolving conflicts, and creating a positive atmosphere in the team (Sapohov et al., 2023).

The influence of international experience on the formation of educational leadership in Ukraine is an important aspect in the context of the development of the modern educational system. In particular, the experience of the European Union, the USA, and Canada shows that the high level of training of educational leaders is the result of the integration of academic education with real practical management tasks. In these countries, educational programs include courses in leadership, change management, ethically based decisions, and management of pedagogical teams, which contributes to the development of a holistic approach to the formation of professional leaders. In Ukraine, the experience of such countries can be adapted to national conditions, where it is necessary to take into account the peculiarities of the socio-economic situation, cultural, and educational traditions. The implementation of international approaches, such as internships at leading foreign universities and joint scientific and practical projects, as well as participation in international educational networks, enables Ukrainian master's students to acquire important professional skills and influence the development of educational leadership in the country (Hanhimäki et al., 2023).

One of the important aspects that must be taken into account is the consideration of socio-cultural features that are important for creating a sustainable leadership position in the conditions of the Ukrainian educational reality. In Ukraine, where the experience of educational leadership is only beginning to gain popularity, it is extremely important to preserve and adapt the best practices of international experience to Ukrainian realities, developing the ability of educational leaders to work in conditions of constant change, integrating innovations, and ensuring the sustainable development of the national educational system.

In general, the development of educational leadership in Ukraine is an important component of

the professional training of future master's students, and for this it is necessary to create conditions that will contribute to the formation of leadership competencies through educational programs, the integration of modern teaching methods, and the use of international experience. This will allow us to educate educational leaders capable of effective management and innovative development of educational systems in Ukraine.

Conclusions. Thus, educational leadership is a key element in the formation of professional training of future masters in the field of education. The development of leadership competencies in master's students requires the integration of theoretical knowledge and practical skills through the application of modern teaching methods and technologies, such as project-based learning, training, case studies, and debates. The use of digital technologies also plays an important role in the development of educational leadership, providing new opportunities for interaction, monitoring, and evaluation of the educational process. The problems of forming leadership qualities in future educators are associated with insufficient attention to the practical aspects of learning and the lack of a unified strategy for developing leadership in educational programs. At the same time, there are significant prospects for improving educational programs, in particular through the integration of international experience, which will improve the training of educational leaders in Ukraine. An important component of this process is also the development of interdisciplinary skills and the ability to adapt to changes in the modern educational environment, which will contribute to ensuring the sustainable development of education in the country.

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GENERAL ISSUES OF SCHOOL EDUCATION AND TRAINING

ЗАГАЛЬНІ ПИТАННЯ ШКІЛЬНОЇ ОСВІТИ ТА НАВЧАННЯ

The European approach to fostering determination and self-confidence in primary school students

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Abstract

The article provides an in-depth analysis of the European experience in fostering determination and self-confidence in primary school students, highlighting these qualities as essential for successful socialization and adaptation in modern society. Educational practices in Finland, Germany, and Poland are examined, focusing on innovative teaching methods that contribute to students' personal growth. In Finland, significant emphasis is placed on creating a supportive learning environment that enhances emotional well-being through individualized approaches and programs such as *KiVa*, which develop confidence and social interaction skills. Germany implements self-reflection programs and project-based learning, such as the *Schülerfirma* ("School Company") initiative, enabling children to gain practical skills in decision-making, responsibility, and teamwork. Poland prioritizes mentoring programs and extracurricular activities that foster mutual support among students, strengthen emotional resilience, and build leadership qualities. The authors emphasize the importance of adapting these European practices to the Ukrainian education system while considering national resources, cultural traditions, and methodological frameworks. The primary challenges identified include insufficient teacher preparation, limited material resources, and an overloaded curriculum. To address these issues, the article proposes implementing specialized teacher training programs, initiating pilot projects in selected schools, and developing tailored programs to build determination and confidence among younger students. Future research directions are outlined, focusing on evaluating the effectiveness of innovative methods within Ukraine's educational framework, assessing their impact on students' personal development, and designing integrated programs inspired by successful European models. Implementing these practices in Ukraine will foster the harmonious development of primary school students, nurturing their emotional stability, leadership skills, and readiness to face contemporary challenges.

Keywords: determination, self-confidence, primary school students, European experience, project-based learning, mentoring, supportive environment

Європейський досвід формування рішучості та впевненості у молодших школярів

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Анотація

У статті здійснено ґрунтовний аналіз європейського досвіду формування рішучості та впевненості у дітей молодшого шкільного віку як ключових особистісних якостей, що забезпечують успішну соціалізацію та адаптацію до сучасного суспільства. Розглянуто освітні практики таких країн, як Фінляндія, Німеччина та Польща, які впроваджують інноваційні методи навчання, спрямовані на розвиток особистісного потенціалу учнів. У Фінляндії акцент зроблено на створенні підтримуючого навчального середовища, яке сприяє емоційному благополуччю дитини через індивідуалізацію підходів та інтеграцію програм, як-от *KiVa*, що розвивають навички впевненості та соціальної взаємодії. Німеччина активно впроваджує програми саморефлексії та проєктну діяльність, зокрема освітні проєкти на кшталт *Schülerfirma* («Шкільна компанія»), які допомагають дітям набути практичних навичок прийняття рішень та відповідальності. У Польщі значна увага приділяється наставництву та позакласним активностям, що створюють умови для розвитку взаємної підтримки та зміцнення емоційної стійкості учнів. Автори підкреслюють важливість адаптації європейських практик до української системи освіти, враховуючи особливості національних ресурсів, культурних традицій та методичних підходів. Окреслено основні виклики, зокрема недостатню підготовку педагогів, обмеженість матеріально-технічної бази та перевантаженість навчальних програм. Запропоновано шляхи вирішення цих проблем, серед яких – запровадження спеціальних тренінгів для педагогів, організація пілотних проєктів у навчальних закладах та створення програм розвитку рішучості та впевненості для молодших школярів. Визначено перспективи подальших досліджень, які включають аналіз ефективності впровадження інноваційних методик у навчально-виховний процес, оцінку впливу на особистісний розвиток учнів та розробку інтегрованих програм на основі європейського досвіду. Впровадження подібних практик в Україні сприятиме гармонійному розвитку молодших школярів, формуванню їхньої емоційної стійкості, лідерських якостей та підготовці до викликів сучасного світу.

Ключові слова: рішучість, упевненість, молодші школярі, європейський досвід, проєктна діяльність, наставництво, підтримуюче середовище

Statement of the problem. Developing personal qualities in primary school students represents a critical objective in modern education, as this stage establishes the foundation for nurturing a harmonious, independent, and responsible personality. During junior school years, the high plasticity of the psyche provides ideal conditions for cultivating core character traits that significantly influence a child's future adaptability and success. Decisiveness and self-confidence hold particular importance in this process, as they empower children to make informed decisions, overcome challenges, and build effective communication skills. Determination enables children to take responsibility and initiative in both educational and social activities, while self-confidence fosters the psychological resilience necessary to manage fears, setbacks, and external pressures.

Teachers play a pivotal role in fostering these qualities, striving to support the holistic development of each student's personality. Ukrainian pedagogy emphasizes the cultivation of determination and confidence in students but encounters challenges in

applying modern, systematic, and practice-oriented methods. In this context, examining the educational practices of European countries provides valuable insights. European educational systems frequently employ innovative strategies such as individualized learning that addresses each child's unique needs and characteristics, along with project-based activities that enhance independence and teamwork. Additionally, these systems prioritize creating a supportive educational environment that reduces stress, nurtures enthusiasm for learning, and strengthens positive self-esteem. These proven approaches offer a valuable framework for enhancing Ukraine's educational system (Bezborodykh, 2020).

The Analysis of Sources and Recent Research. An analysis of recent research and publications on the development of determination and self-confidence in primary school children highlights the significance of this issue in contemporary pedagogical theory. Domestic scholars, including Khilia (2017) and Chorna (2019), underscore the importance of cultivating these traits as integral components of a child's overall development and successful socialization. They argue that determination and self-confidence are crucial for effective learning and for a child's ability to adapt to a dynamic social and educational environment. Researchers such as Sundukova (2019) and Akimova (2008) explore the psychological foundations of these qualities, emphasizing how external factors, particularly pedagogical interventions, foster a child's belief in their own abilities.

Recent publications increasingly focus on integrating innovative methods, such as project-based learning and personalized approaches. European educators, such as Hapchuk (2023) and Tsalkovska, & Siranchuk, (2019), stress the importance of creating a supportive, safe learning environment where children can express themselves, develop critical thinking, and acquire decision-making skills in challenging situations. Researchers in countries like Finland and Germany actively implement innovative practices, including interactive exercises, training sessions, and social projects, which have proven highly effective in cultivating confidence and determination in young students.

The Purpose of the article is to examine the European experience in fostering determination and self-confidence in primary school children by analyzing innovative pedagogical approaches, methods, and practices employed in European countries. Additionally, the article seeks to explore the potential for adapting these methods within the Ukrainian educational system to enhance the effectiveness of developing personal qualities in younger students.

The Results of the Research. Building determination and confidence in primary school students is a key focus of modern pedagogy and psychology. These traits are essential for personal development, social adaptation, and success in both educational and social tasks. Determination refers to the ability to make informed decisions during uncertainty or challenges and to act persistently despite obstacles. It requires children to actively use their inner resources to reach goals and plays a critical role in self-realization.

Confidence involves a stable belief in one's abilities, awareness of personal competence, and the ability to act in line with personal values and beliefs. For young children, confidence develops through successfully completing tasks, receiving encouragement from adults and peers, and learning to reflect on their experiences. Psychological and educational factors work together to shape these qualities (Nevala et al., 2011).

On the psychological side, self-perception, emotional resilience, motivation, and self-control play crucial roles. Chorna (2019) highlights the importance of the social environment and stresses how adults can help build children's confidence by creating opportunities for success.

From a teaching perspective, educators can support these qualities by creating a safe and positive learning environment. They can use interactive methods like games, teamwork, and projects to engage students. Recognizing and praising children's achievements boosts their confidence and reinforces their belief in their abilities. Teachers also serve as role models, showing determination and confidence through their actions and encouraging the same in students (Akimova, 1989).

Determination and confidence are vital for children's growth. Determined children can face uncertainty, make decisions independently, and take action even in tough situations. Confident children stay emotionally steady and resist negative influences like low self-esteem or fear of failure. Together, these traits foster initiative, persistence, and a positive attitude toward learning. They also set the stage for leadership, independence, and responsibility, which are essential for success in life (Slushny et al., 2020).

Helping children develop determination and confidence should be a priority in education. By combining effective teaching methods with psychological insights, educators can give children the tools they need to succeed and thrive.

The formation of determination and confidence in children is an important direction of the educational policy of many European countries. Within the framework of national programs and international initiatives, innovative approaches are being developed aimed at the development of these qualities, which contribute to the harmonious formation of the personality and increase the level of social competence of younger schoolchildren. European schools actively use a wide range of methods aimed at developing determination and confidence in children:

Game methods. Game activity is an important tool for the formation of personal qualities, as it creates natural conditions for learning. For example, decision-making games are actively used in Denmark, where children are faced with moral dilemmas and learn to justify their choices.

Project activity. Carrying out projects allows children to work in a team, assign roles, be responsible for completing tasks, and present the results of their work. In Sweden, such activities are integrated into all educational disciplines and contribute to the development of not only confidence but also leadership qualities.

Trainings and seminars. In many European countries, trainings aimed at the development of emotional stability, self-esteem, and communication skills are held. In Great Britain, for example, the Social and Emotional Aspects of Learning (SEAL) program includes a series of trainings aimed at developing children's social and emotional competencies.

Role-playing games and simulations. These techniques allow children to practice problem-solving, communication, and interaction skills in a safe learning environment. In the Netherlands, role-playing games are often used to prepare children for real-life situations, such as interacting with peers or adults in different social contexts (Chorna, 2019; Appleby, n.d.; Gottschalk & Borhan, n.d.).

Integrating the formation of determination and confidence into the educational process requires a systemic approach that covers several key aspects:

Complexity. The development of these qualities should be integrated into all stages of education and upbringing, starting from the organization of lessons to extracurricular activities.

Individualization. European educators emphasize the importance of taking into account the individual characteristics of each child, including his temperament, level of self-esteem, and social experience.

Supportive environment. Creating an atmosphere of trust and mutual respect between students and teachers is an important factor that contributes to the formation of confidence in children.

Reflection and feedback. Regular analysis of their own achievements and mistakes helps children to realize their strengths, which increases their confidence and stimulates further development (Akimova, & Sapohov, 2011; Bezborodykh, 2020; Hapchuk, 2023).

European countries demonstrate a variety of approaches to the formation of determination and confidence in children of primary school age, using innovative programs and methods adapted to national characteristics. Below are practical examples from Germany, Finland, and Poland.

In Germany, considerable attention is paid to the development of determination and confidence through the involvement of students in self-reflection programs and project tasks. One of the examples is the educational project "Schülerfirma" ("School company"), within the framework of which schoolchildren create and manage their own mini-businesses. Students independently develop business ideas, distribute responsibilities, make decisions regarding the development of the company, and analyze the results of activities. This technique contributes to the formation of determination when making difficult decisions and confidence in one's own abilities through practical success (Hapchuk, 2023).

Self-reflection programs, such as the "Lerntagebuch" ("Learning Diary"), help children analyze their achievements, identify difficulties, and plan next steps. Regularly keeping such a diary allows children to better understand their strengths and weaknesses, form a habit of self-analysis, and increase confidence in their own academic success (Hapchuk, 2023).

Finland is known for its strong focus on creating a supportive learning environment that helps build determination and confidence in children. The main principle of the Finnish education system is to ensure the emotional comfort of students in the classroom. This is achieved through an individualized approach, small class sizes, and the use of interactive learning methods (Khudolii et al., 2013).

The KiVa ("Against Bullying") program is a vivid example of the integration of elements of emotional intelligence into the educational process. As part of the program, students participate in role-plays and discussions that help them learn to recognize their own and others' emotions and to effectively resolve conflicts. This contributes to the formation of confidence in interpersonal relationships and determination to defend one's rights.

In addition, many Finnish schools use "relaxation zones" where children can have a short break during the school day. Such zones help to reduce stress and stimulate the development of emotional stability, which is the basis for the formation of determination in conditions of uncertainty (Khudolii et al., 2013).

In Poland, the practice of mentoring is actively implemented, which is an important factor in the development of determination and confidence in children. Mentors are both teachers and older students who help younger students in learning and social adaptation. For example, the program "Starszy Brat, Starsza Siostra" ("Older Brother, Older Sister") involves pair work, where older students act as mentors for younger ones. Such collaboration promotes the development of confidence through positive reinforcement and the creation of a safe environment for discussing difficulties (Saveliev & Sharova, 2020).

Extracurricular activities, in particular sports and creative circles, also play an important role. For example, theater groups are popular in Polish schools, which help children overcome the fear of public speaking, build their self-confidence, and teach them to take the initiative. Sports teams promote the development of determination through achieving a common goal and overcoming difficulties.

The practical experience of European countries, such as Germany, Finland, and Poland, demonstrates a variety of approaches to the formation of determination and confidence in children of primary school age. The integration of self-reflection programs, the creation of a supportive environment, and the implementation of mentoring practices allow not only the development of these important qualities but also contribute to the harmonious personal development of the child. These examples are valuable for adaptation in the educational systems of other countries, in particular in Ukraine (Saveliev & Sharova, 2020).

European countries share many similarities in their strategies for fostering determination and confidence in young school children. A common focus lies in personalizing the educational process to accommodate each child's unique characteristics and developmental pace. Additionally, these countries widely utilize interactive learning methods, including games, project-based activities, and group work. They also emphasize creating a supportive educational environment that enhances students' emotional well-being and encourages self-reflection (Moskalenko et al., 2019).

However, distinct national characteristics influence the specific approaches used in different countries. Germany emphasizes practicality and independence by incorporating project activities such as school companies, where children gain hands-on experience. Finland prioritizes creating a balanced and nurturing environment that ensures children feel safe and supported. Poland highlights the importance of mentoring and extracurricular activities, which strengthen social bonds and foster emotional stability.

Adopting European methods in Ukraine poses several challenges. Resource limitations remain a significant barrier, as many Ukrainian schools lack the infrastructure and materials necessary for implementing innovative approaches. Overcrowded curricula leave little room for practical tasks, while insufficient teacher training restricts the adoption of modern methods. Cultural factors also play a role, with individualized approaches sometimes clashing with collective education traditions. Additionally, skepticism among educators and parents may hinder acceptance, as they may undervalue foreign practices or resist change (Khudolii et al., 2013).

Despite these challenges, European approaches offer considerable potential for application in Ukraine. Game-based techniques, widely successful in European contexts, could be incorporated through simulations, role-playing, and practical exercises to enhance decision-making skills. Poland's mentoring model might inspire "senior friend" programs or involve volunteers in mentoring roles. Finland's emphasis on supportive environments could inform the creation of school rest areas and initiatives to develop emotional intelligence and communication skills. Enhancing teacher training through specialized programs would further facilitate the integration of innovative practices into the educational system (Bezborodykh, 2020).

To maximize the impact of these methods, pilot projects in selected schools could test their effectiveness and allow for refinements. By adopting these European practices, Ukraine can strengthen the

development of determination and confidence in its children, better preparing them for the demands of modern life and fostering successful socialization.

Adapting European methods for fostering determination and confidence in children to the Ukrainian educational system requires careful consideration of both benefits and limitations. Educators must align these new approaches with existing state standards and curricula. For example, teachers can integrate interactive methods, such as project-based activities and role-playing, into regular lessons through interdisciplinary connections. This strategy not only develops children's personal qualities but also enhances their engagement in the learning process (Tsalkovska, & Siranchuk, 2019).

Improving school infrastructure plays a crucial role in this adaptation. In resource-limited settings, schools can implement innovative practices through cost-effective initiatives like establishing school clubs or organizing extracurricular activities focused on building determination and confidence. Educators must also consider cultural nuances. While European methods emphasize individuality, Ukraine's collective approach offers opportunities to create group support systems within the learning process (Gottschalk & Borhan, n.d.).

Teacher training emerges as a central factor for successfully implementing these methods. Training programs should combine theoretical and practical components. Theoretical sessions can cover concepts such as determination and confidence, their significance in personality development, and detailed analyses of European approaches. Practical sessions should include simulated lessons, modeling of challenging situations, and crafting individualized plans for applying innovative methods (Khilia, 2017).

Developing teachers' emotional intelligence deserves special emphasis. A teacher's ability to convey empathy and support significantly influences children's confidence-building processes. Providing teachers with practical resources, such as instructional materials and guides, will also help them align classroom practices with these new approaches (Slushny et al., 2020).

Creating specialized programs for students represents another critical step. These programs should incorporate several key elements:

- Game-Based Learning: Role-playing, simulations, and board games can teach children decision-making, teamwork, and responsibility. For example, problem-solving games can be woven into lessons or extracurricular activities.
- Project-Based Activities: Students can participate in mini-projects, either individually or in groups, focusing on topics like environmental issues, art creation, or school event planning.
- Supportive Environments: Favorable conditions for growth are essential. Programs can include training in communication skills to foster trust and understanding between students and teachers (Gottschalk & Borhan, n.d.; Moskalenko et al., 2019).

The development of determination and confidence must follow a gradual process, tailored to children's age-specific needs. For younger students, positive reinforcement and emotional support are particularly vital in helping them apply learned skills in real-life situations. Programs should also include mechanisms for assessing outcomes, enabling timely adjustments to methods and strategies (Bezborodykh, 2020).

Thus, successfully adapting European methods requires a structured approach that includes teacher training, the development of tailored programs, and consideration of the unique aspects of Ukrainian education. By implementing these measures comprehensively, schools can effectively nurture determination and confidence in younger students, preparing them to meet the challenges of a rapidly changing world.

Conclusions. European practices for fostering determination and confidence in younger schoolchildren integrate psychological, pedagogical, and social dimensions of the educational process. A defining feature of European education systems is the individualization of learning, which takes into account the interests, abilities, and needs of each student. Equally important is the creation of a supportive learning environment that encourages active interaction between students, teachers, and parents. Programs aimed at developing personal qualities such as determination and confidence employ a variety of methods, including game-based learning, project work, research approaches, and specialized teacher training.

In many European countries, the principle of mentoring plays a significant role, where older students or teachers guide younger students in developing essential social and emotional skills. Mentoring, along with extracurricular activities, helps children build self-confidence by giving them

opportunities to take responsibility and make decisions in real-world contexts. This approach enables students to feel part of a larger community where they are encouraged to learn from mistakes while receiving support for their development (Akimova, 2008).

European schools also place a strong emphasis on developing emotional intelligence through practical tasks that help children adapt to societal changes. These tasks also teach students how to handle stress and make independent decisions. Programs designed to foster these qualities are widely integrated into the educational process, offering flexible approaches that cater to students of different ages and needs.

Implementing European practices for developing determination and confidence in Ukrainian schools is a crucial step toward the holistic development of students. Given the rapid societal changes in modern education, children need to develop the ability to adapt, make informed decisions, and act confidently in diverse situations. European approaches that focus on personal growth through interactive methods such as games, projects, and group collaboration can greatly enhance the educational experience in Ukrainian schools (Gottschalk & Borhan, n.d.).

The harmonious development of students relies heavily on proper support from both teaching staff and parents. In Ukraine, traditional educational methods may overlook the importance of emotional support and individualized learning, which highlights the need for new approaches that emphasize the development of social and emotional skills. These practices can foster greater student openness to learning, improve self-esteem, and enhance the ability to tackle complex challenges. This, in turn, benefits not only personal development but also academic success and overall life outcomes.

Programs that focus on building assertiveness and confidence can help reduce social barriers, improve peer interactions, and create an environment conducive to the development of emotional intelligence. These programs contribute to the development of sustainable communication, cooperation, and self-regulation skills, which are essential for successful adaptation to adult life (Saveliev & Sharova, 2020).

Future research on fostering assertiveness and confidence in children should adopt a comprehensive approach that integrates both psychological and pedagogical perspectives. One promising area of study is evaluating the effectiveness of various methods and adapting them to the unique needs of Ukrainian schools. It is important to explore how factors such as children's age, social context, and cultural characteristics influence the success of European practices in developing determination and confidence.

Another critical area for research is examining the role of teachers in implementing these practices. Specifically, it is essential to investigate how professional development can influence the development of these personal qualities in students. Efforts should focus on creating conditions that support teachers' professional growth, including training on innovative methods and providing emotional support to help children adapt to modern social challenges.

Additionally, research on integrating new approaches into the Ukrainian curriculum is necessary to identify the most effective methods and forms for implementing them across various educational settings.

Overall, continued research in this field will not only help assess the effectiveness of European methods but also provide practical recommendations for adapting these approaches in Ukraine. This will contribute to the well-rounded development of younger schoolchildren and prepare them for active participation in society.

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Cultural competence of students as a challenge of today

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Abstract

The issue is devoted to the definition of the role of cultural competence for a young person, the peculiarities of its development. The social significance of the problem of students' cultural development is outlined, the regulatory and legal documents of the state and world level regarding the role of culture in the progressive advancement of human civilization are analyzed. The most noticeable trends in national education regarding the cultural growth of the individual, the details and specifics of the competence-based approach to the education and formation of students' culture in general secondary education are revealed. The scientific works of scientists in various fields of humanitarian knowledge are analyzed regarding the essence of key concepts: «culture», «personality culture», «cultural competence», «cultural competence of students of general secondary education institutions». The essence of competence (the availability of knowledge, skills, abilities and qualities that contribute to personal growth and readiness to perform professional tasks with high quality, as the ultimate goal and desired result of education) is defined. The crucial importance of cultural competence for the individual is emphasized, the key aspects of its development and the necessary conditions for its effective formation are discussed.

Keywords: competence, culture, cultural competence, high school student, general secondary education institutions

Культурна компетентність учнів як виклик сьогодення

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Анотація

Питання присвячено визначенню ролі культурної компетентності для молодої людини, особливостям її розвитку. Окреслено соціальне значення проблеми культурного розвитку учнів, проаналізовано нормативно-правові документи державного та світового рівня стосовно ролі культури в напрямку прогресивного просування людської цивілізації. Виявлено найпомітніші тенденції вітчизняної освіти щодо культурного зростання особистості, деталі та специфіку компетентнісного підходу до виховання та формування культури учнів у закладі загальної середньої освіти. Проведено аналіз наукових праць учених різних галузей гуманітарного знання щодо сутності ключових понять: «культура», «культура особистості», «культурна компетентність», «культурна компетентність учнів закладів загальної середньої освіти». Визначено сутність компетентності (наявність знань, умінь, навичок і якостей, що сприяють особистісному зростанню та готовності якісно виконувати професійні завдання, як кінцеву мету та бажаний результат освіти). Підкреслено вирішальне значення культурної компетентності для особистості, обговорено ключові аспекти її розвитку та необхідні умови ефективного її формування.

Ключові слова: компетентність, культура, культурна компетентність, учень старших класів, заклади загальної середньої освіти

Statement of the problem. In the contemporary globalized world, it is of paramount importance for societies to ensure that their citizens receive an adequate level of education. This is particularly crucial at the primary level, where the training, education, and development of the younger generation occurs. The defining characteristic of a nation is its national culture, encompassing its identity, worldview, and the language of its speakers.

The leading role is played by world culture. It has its own system of universal values and, depending on the conditions of development, is specified and branched into certain structures: cultural epochs (ancient, medieval, renaissance), national cultures (Spanish, Ukrainian, German, French), regional cultures (American, Slavic, European), class culture (landed, peasant, bourgeois), economic culture, and so on. Universal culture is a special cultural heritage of different peoples and nations. The structure of culture embodies the whole universe. It includes education, science, art, literature, philosophy, mythology and religion. All these elements interact with each other to form a unique system. National culture, its peculiarity, uniqueness and originality, is manifested in the spiritual sphere, such as language, literature, music, painting, and the material sphere, such as economy and work (Goh, 2009).

One of the oldest and most valuable material and spiritual cultures in Europe was created by us, Ukrainians. Prominent figures of Ukrainian history, education, science and culture have made significant contributions to the development of civilization. The diaspora of millions of Ukrainians in various countries has become an effective and influential factor in the global dynamics. The desire for creation and creativity, insightful minds, education, powerful intellect, the need for spiritual enrichment and development of culture - all this became possible thanks to the dedication and genetically determined hard work of Ukrainians. The broad content of culture includes morals, values, ideals, customs, knowledge, views, ideas, traditions and religion (Borysova, 2020).

The educational part of a society's culture is a powerful factor in its development. «A school becomes

a center of culture when it is dominated by four cults: the cult of the Motherland, the cult of man, the cult of the book, and the cult of the native word» the great teacher and writer Vasyl Sukhomlynsky argued (Vdovych, 2018). Education is a channel of directed inculturation of the process of entering and deeply immersing a person in culture. The result of a person's inculturation is cultural competence, which enables him or her to understand, correctly interpret and appropriately apply the acquired knowledge of cultural attitudes, values and norms.

The practical meaning of cultural competence is that a person learns the ability to understand, communicate, and interact effectively with people from different cultural backgrounds, both native and foreign. The content of education and the role of cultural competence should be consistent with the culture of the society and foster a personality that is a representative of that culture. The result of inculturation should be a person who is able to reproduce and disseminate the culture, its basic principles, values, customs and traditions, and to pass on the cultural heritage to future generations.

The Analysis of Sources and Recent Research. Domestic scholars and researchers V. Andrushchenko, I. Bekh, L. Vashchenko, O. Gluzman, M. Holovan, S. Honcharenko, L. Hutsan, I. Ziayun, V. Kremen, O. Ovcharuk, O. Pometun, I. Rodnina, and others pay due attention to the problems of the competence approach in education. Such scholars as V. Shynkaruk, I. Agienko, T. Zaika, L. Levchuk, O. Shevniuk, V. Ternopilska, O. Krutenko, S. Kondratenko, V. Verbytskyi, and others have contributed to the definition of the scientific interpretation of the concepts of «culture», «cultural competence», and «personality culture». Culture as a unique phenomenon was comprehensively studied by the founders of the science of ethnography H. Skovoroda, M. Drahomanov, V. Antonovych, M. Hrushevsky, V. Hnatiuk, and M. Kostomarov.

The Purpose of the article is to characterize the cultural competence of students in today's challenges.

The Results of the Research. In order to understand the concept of cultural competence, it is necessary to define and explain the terms «culture» and «competence». Here are the most relevant definitions of these concepts by domestic scholars. Thus, the analysis of the nature of culture, its place and role in society led G. Filipchuk to identify the following main interrelated aspects of the phenomenon under study: «Culture is a social phenomenon created by society, inherent in society, reflecting its qualitative characteristics and enriching the spiritual life of a person; culture is a process of human creative activity aimed at knowledge of the world around us and of the person in this world, at obtaining objective and reliable information about the world, in which science and art play an important role; culture is intended to help a person not only to know the world and himself, but also to determine his place in the world, worldview; Culture includes the essence of material and spiritual values that a person acquires in the process of mastering the world, as well as the corresponding value orientations of a person in the world; culture, creating the norms of behavior and evaluation necessary for the orientation of a person in the world, ensures the regulation of social relations of people; culture acts as a powerful factor in the formation of essential human forces, in the formation of a person in a person, in the transformation of his natural hobbies, needs, emotions into truly human ones. This is its humanistic content» (Filipchuk, 2007).

An understanding of the content and concept of culture allows us to conclude that culture is the traditions that have been accumulated, preserved, and transmitted from generation to generation through the efforts of the people. It is the basis for the formation of an educated and cultured person and the totality of the cultures of peoples, which determine their role and place in society.

In discussing the scope of knowledge required for the development of cultural competence, it is essential to consider the nation's rich cultural heritage, its interpretation, and the various assessments used to characterize it. The study and description of cultural knowledge has not been adequately researched and documented. Therefore, it is crucial to focus on fundamental information regarding the value-semantic and normative-regulatory attitudes of culture, the main forms of organization, regulation, and self-identification of individuals, the main methods of understanding reality, the experience of knowledge interpretation, evaluation criteria, description etc.

N. Bondarenko posits that cultural competence is formed as a result of the process of individual enculturation. «Education serves as a conduit for directed enculturation, which is the process of immersing an individual in a culture and acquiring an understanding of its distinctive worldview, traditions, customs, norms, and behavioral expectations». Identity patterns that are distinctive to a specific

culture. The outcome of an individual's enculturation is cultural competence, which enables them to accurately interpret and subsequently apply their understanding of the values and attitudes associated with different cultures. The practical significance of cultural competence is that an individual learns to comprehend others, communicate, and interact in an efficacious manner with individuals from diverse cultural backgrounds. The objective of inculturation is to cultivate людина, or the capacity to reproduce culture, its fundamental values, traditions, and to disseminate, transmit, and transfer cultural heritage to subsequent generations (Bondarenko, 2019).

Based on the above, the cultural competence of students, which is formed directly in general secondary education institutions, can be considered as a set of their psychological, intellectual, and activity qualities, including: awareness of world and national cultural heritage, heritage, traditions, and the best masterpieces of art and folk art; possession of skills of elementary analysis of cultural and artistic phenomena, objects, samples of material and intangible culture; ability to express emotions about works of art, cultural objects, express aesthetic, evaluative judgments about their quality; desire to expand and replenish the scope of knowledge in the field of culture and art; presence of artistic and creative interests in the field of artistic activity; activity in creative work; desire to improve their own cultural level by participating in cultural and leisure activities, attending cultural and artistic events, concerts, and performances.

The New Ukrainian School is interested in purposeful and motivated students who are given the freedom to create and develop their knowledge, skills and abilities for future activities. The NUS Concept emphasizes the importance of the process of cultural education of students, which forms values. Key competencies and cross-cutting skills create the foundation that is the basis for the successful self-realization of a student as a person, citizen and future professional. The educational process is an integral part of the entire educational process, which is focused on universal values, including moral and ethical values (dignity, honesty, justice, care, respect for life, respect for oneself and other people) and socio-political values (freedom, democracy, cultural diversity, respect for the native language and culture, patriotism, respect for the environment, respect for the law, solidarity, responsibility). That is why the issue of developing students' cultural competence as a prerequisite for

effective work and further future professional activity in today's conditions is of paramount importance (Kremen, 2012; NUS, 2016).

Cultural competence is defined in the Council of Europe Recommendations as «knowledge of local, national, and European cultural heritage and its place in the world». This encompasses a fundamental understanding of significant cultural works, including contemporary popular culture. It is essential to comprehend the cultural and linguistic diversity of Europe and other regions, the motivation to preserve it, and the significance of aesthetic elements in everyday life (EU Recommendation, 2006).

As posited by N. Holovina, cultural competence is a complex phenomenon. In the author's view, the concept encompasses a range of competencies, including an understanding of the institutional norms that shape social organization at the basic level. This includes familiarity with the economic, political, legal, and religious structures, institutions, establishments, and hierarchies that underpin social organization. This level of competence is primarily provided by specialized academic disciplines within the general education cycle, including economics, political science, law, and social science. It also encompasses competence in conventional norms of social and cultural regulation. These encompass national traditions, prevailing morals, values, morality, worldview, evaluation criteria, etiquette, customs, rituals, and everyday erudition in social and humanitarian knowledge. In the context of education, such competencies are primarily addressed by disciplines such as history, philosophy, sociology, cultural studies, art history, art culture, geography, and others. Additionally, the ability to comprehend and engage with short-term yet highly relevant examples of social prestige, including fashion, image, style, symbols, regalia, social status, intellectual and aesthetic trends, is crucial. The learning competencies described here are typically present in the elements of many humanitarian disciplines. However, they can also be provided by special electives and/or special courses. Cultural competence is expressed in the level of completeness and fluency in the languages of social communication. These include natural spoken (oral and written) languages, special languages, and social (professional) jargon. They also include languages of etiquette and ceremony accepted in a particular society. Additionally, they encompass political, religious, social, and ethnographic symbols, the semantics of prestige attributes, social labeling, and so

forth. (Golovina, 2015). As defined by I. Varnavska and O. Cheremisin, cultural competence is «an integral quality of a personality that manifests itself in the general ability and readiness of a person to perform various activities, socially orienting a person to an independent and successful life» (Varnavska, Cheremisin, 2021). The following indicators of cultural competence are identified by scientists: possession of a culture of communication, communication and interaction; possession of a culture of cognition and thinking; and possession of a culture of working with information and information sources. These indicators should be formulated at the school age, at school, as a basis, but in the future they should be assimilated, updated, developed and improved for use in everyday life in various institutions. The quality of education and cultural upbringing of schoolchildren in a multicultural educational environment is contingent upon the teacher's interethnic tolerance, multiculturalism, and cultural competence, as outlined in the Standard. We align with the perspective of T. Atroshchenko, who asserts that «Ukrainian schools, where individuals from diverse ethnic groups with varying cultural, social, and cognitive backgrounds interact, are inherently multiethnic in nature. This underscores the significance of addressing potential challenges in the relationship between stakeholders in the educational process.». The formation of a culture of communication in the educational process is primarily influenced by the distinctive characteristics of each ethnic society, including the unique traditions, behavioral stereotypes, and attributes of national character that have evolved over time within each ethnic group. In such circumstances, the objective of fostering interethnic tolerance in teachers with multiethnic students becomes particularly crucial (Atroshchenko, 2019).

Today, we can say that the ability to show respect and value Ukrainian national culture, to express national cultural identity, are, above all, the qualities of a personality that are extremely important and relevant in the face of today's acute challenges. Only an educated personality who respects his or her own culture, language, customs and traditions above all else can be called a teacher and teach and educate true citizens of his or her country, as he or she is a bright role model for school-age children. H. Ivaniuk's position, which is significant today, states that «national-patriotic education in the Ukrainian education system can be effective provided that the educational ideal, goals and objectives are clearly defined, the means of developing this complex phenomenon are improved, in particular, the content, forms and methods, social needs and global trends are taken into account, productive moral and spiritual communication of cultural communities and the media is established, state approaches to the organization and activities of educational institutions of different levels are determined. In this regard, the goal of national education should be the development of a spiritually rich personality based on harmonious knowledge and understanding of the national cultural heritage and the achievements of other nations, the involvement of children and youth in the assimilation of universal ideals, readiness to defend the homeland and family» (Ivaniuk, 2016).

Conclusions. The formation of students' cultural competence is a primary condition for the formation of a student as a person who knows his or her origin, culture, language, traditions and culture of other peoples, activates and develops cognitive activity of personal cultural development and further professional activity. Prospects for further research are to form the cultural competence of senior high school students through extracurricular activities.

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