

**THE PROFESSIONAL IDENTITY OF THE  
TEACHER IN THE PROJECTION OF  
THEIR PROFESSIONAL FORMATION IN  
THE EDUCATIONAL AND SCIENTIFIC  
SPACE OF THE UNIVERSITY**

**Collective monograph**

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## **PREFACE**

### **University teacher's professional identity as a guarantee of their professional development**

Current social requirements direct education, in particular university education, to the orientation of the educational process towards the activation of the personal foundations of the professional formation of future teachers, their acquisition of the ability to find effective ways of solving social and pedagogical problems, promoting self-improvement, self-realization and self-development in constantly changing socio-cultural conditions. These tasks are set in the Law of Ukraine "On Higher Education", the National Strategy for the Development of Education in Ukraine for the period until 2021, the Concept of the Development of Pedagogical Education, Standards and Recommendations for Guaranteeing the Quality of Higher Education in the European Space.

The demands placed on the modern teacher are caused by changes in society, therefore the conscious choice of the future teacher's professional path is an urgent problem of modern psychological and pedagogical research, as well as one of the most priority vectors of modernization and fundamentalization of higher pedagogical education in Ukraine. Currently, we are witnessing a significant revitalization of educational and scientific mechanisms related to the professional

development of future teachers, which is conditioned by the high social importance of this profession. It is worth noting that in the process of preparing a future teacher, an important role is played not only by the invariant component of the educational process, the formation of competencies, assimilation of theoretical knowledge, professional skills and abilities, but also by the modification of the internal mental structures of the future teacher's personality, the future teachers' understanding of their own professional self, self-acceptance in the profession. All these internal beliefs appear in the student only through the formation of a professional identity, because this quality is one of the main aspects of successful self-realization in the chosen profession. This caused considerable interest of scientists in the question of the individual's professional identity. Many methodological and substantive aspects of this issue can be found in the scientific studies of famous Ukrainian and foreign psychologists, sociologists, philosophers, and teachers.

Consideration of the problem of identity was initiated by foreign scientists (Becker, Hoffman, Erikson, et al.). Scholars view identification as a key term alongside empathy; determine its role in the personality structure; distinguish types of identity. An extremely important role in the formation of professional identity is played by the period of study at a higher education institution, during which the fundamental personality qualities of the future specialist-pedagogue are formed. Peculiarities of the formation of professional identity in

future representatives of various specialties are unevenly studied in psychological and pedagogical research.

However, the problem of forming the professional identity of future teachers in the process of professional training is on the periphery of scientific research and demands further study.

We interpret identification as one of the mechanisms of interpersonal perception (along with stereotyping and reflection), it allows modelling the content field of the partner in communication, ensures the process of mutual understanding and causes appropriate behavior. The concept of “identity” is important for our research. We interpret identity as “a dynamic structure, an integrative phenomenon, a complex mental reality that encompasses different levels of self-awareness, develops non-linearly, unevenly and changes throughout a person’s life path, determined by the strong desire of the individual to obtain identity and the destructive force of the consequences of its loss”. Identity is the awareness of self-identity, integrity and continuity in time of one’s personality. This is the core that ensures the permanence of the personality in the face of changes in the surrounding world and in the face of changes in one’s own views, attitudes and capabilities.

Considerable attention is paid to studies in which scientists consider the concept of “identity” in the context of issues of professional self-awareness. We consider identity as a person’s psychological perception of their “self”, which is characterized by a subjective sense of their individual identity and integrity, a person’s

identification of themselves (partially conscious, partially unconscious) with certain typological categories.

The professional formation of future teachers through self-creation in the conditions of university education requires ensuring the organic coexistence of man and culture, awareness of its unity and universality, striving for its preservation and creation. Such a mission of “affirming the unity of humanity” through the “unity of knowledge” inherent in the cultural space has always been characteristic of university education, the task of which as a “school of universal knowledge” was and remains “to bring together many people in one place ... to preserve the free circulation of thought” thanks to personal communication. The “cultivation of the intellect”, promotion of personal and professional development was and is a priority of university education, in particular, pedagogical education.

The key to the successful professional formation of future teachers is the formation in them of a valuable attitude towards future professional activity, which takes place in stages: from getting acquainted with the features of the future profession, creating a clear and well-informed idea about it, about the requirements for the professionalism of a specialist – to the formation of valuable ideas and creating an image “I am a professional”. One of the important conditions for the successful professional formation of a future teacher in the conditions of university education is defined as their professional self-definition as “a person’s definition of themselves in relation to the criteria of professionalism

developed in society and accepted by this person”, its essence is “correlation of one’s inner world, one’s values, motives, needs, features, abilities, opportunities with the world of professional activity both at the level of general ideas and at the level of specific skills and abilities. As a result of this correlation, the acquisition of one’s own personal, personal space, flexible and endowed with personal content, takes place in the general professional field, and the ability to change and actively build this space is formed.

Among the components of the professional formation of the future teacher of modern institutions of higher education, the formation of professional orientation, competence, socially significant and professionally important qualities, readiness for constant professional growth are most often singled out.

In modern studies, professional identity is considered as a phenomenon that provides a person with integrity, identity and certainty, which develops in the process of professional training along with the formation of processes of self-determination, self-organization and personalization, and also determines the development of reflection. Professional identity is considered as an integrative concept in which the cognitive, motivational and value characteristics of an individual are manifested, which provide orientation in the world of professions, the professional community and in the wider social environment, make it possible to more fully realize personal potential in professional activity, as well as



predict possible consequences of professional choice and outline prospects for the specialist's development.

Therefore, professional identity is a dynamic system that is formed in the process of professional education and active development of professional competence and which affects the value-meaning sphere and improvement of professional skills of the future specialist. Within the framework of the concept of professional development, professional identity is analyzed as: 1) the leading tendency of becoming a subject of a professional path; 2) the emotional state in which the individual is at different stages of the professional path; it arises on the basis of the attitude towards professional activity and professionalization in general as a means of socialization, self-realization and satisfaction of the individual's level of demands, as well as on the basis of the individual's attitude towards themselves as a subject of the professional path, as a professional; 3) the substructure of the subject, the professional path, implemented in the form of a functional system aimed at achieving a certain level of professional identity.

In a narrow sense, professional identity is considered by them as self-awareness, a system of a person's ideas about themselves as a subject of life. In a broad sense, professional identity is a concept that reveals a person's conceptual ideas about their place in a professional group or community; these ideas are accompanied by certain value and motivational orientations.

The publication presents the theoretical explorations of Ushynsky University researchers – Doctor of

Pedagogical Sciences, Professor, Professor of the Department of Pedagogy **Tetyana Ivanivna Koycheva** (Chapter 1 Corporate culture of a modern teacher in the projection of their professional formation), Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Pedagogy **Olha Anatoliivna Halitsan** (Chapter 2 Facilitation competence of a teacher of a modern institution of higher education as a prerequisite for their professional development), Candidate of Pedagogical Sciences, Associate Professor **Oleh Valeriiovych Pidhirnyi** (Chapter 3 Self-educational competence of a modern teacher as a determinant of their professional development), which reveal the phenomenological essence of the facilitation and self-educational competence of a modern teacher, their corporate culture in the projection of professional development.

## **Chapter 1 Corporate culture of a modern teacher in the projection of their professional formation**

Modern scientific research and practical experience have proven that in the conditions of any organization's activity, corporate culture largely determines its external and internal structure, covers the most diverse aspects of interaction and cooperation of its employees, and determines everything that happens in the organization. Having no specific manifestation in material form, this culture integrates the activities of all members of the organization, directs them in a single direction.

Experts emphasize that corporate culture is the basis of the vital potential of any organization, its feature that distinguishes the personnel of one organization from others. Given the fact that corporate culture does not have its material manifestation, it is often defined as the "soul" or "spirit" of the organization.

Today, researchers recognize corporate culture as a universal sociocultural phenomenon. With the practical use of the potential of corporate culture, a lot of scientists associate the possibility of further existence and development of the modern world community, as it increasingly depends on the coordinated actions of professional teams, the organization of interaction and cooperation of individuals and personalities in highly productive groups.

A number of studies prove an irrefutable connection between high production indicators of an organization and its corporate culture. The staff of an organization with an effective corporate culture is distinguished by:

- coherence, interaction (team spirit),
- satisfaction with work and pride in its results,
- dedication to the organization and willingness to meet its high standards,
- high demands on the quality of work,
- readiness for changes caused by the demands of progress and competitive struggle, despite difficulties and bureaucratic obstacles).

In the most common sense, corporate culture (in foreign sources – “organizational culture”) is the rules and standards that operate within the organization and that explain to the employee how to act in a certain situation, where to turn in case of problems and what not to do in any conditions; it is a system of beliefs, norms of behavior, guidelines and values that determine the image of the organization and the principles of its activity.

Therefore, the emphasis in understanding the main factors of the organization’s competitiveness shifts towards the human factor, intangible, spiritual and emotional. Since all services and products in the modern world are approximately the same, it is possible to compete and fight for the client only through the development of special – “your” values and principles, which are the key competencies of the organization’s employees.

According to scientists, the process of creating a common, convenient and suitable, from a human point of view, culture in organizations began in the 80s of the 20th century. Today, it covers such elements of their activities as:

- performance of duties always at the highest level of competence;
- taking initiative and willingness to take risks;
- adaptation to changes;
- decision-making;
- teamwork;
- openness to new information, knowledge and news about current and actual problems;
- trust and the ability to be trustworthy;
- respect for others (clients, suppliers and colleagues), as well as for oneself;
- the ability to be responsible for one's actions and take responsibility for others;
- the ability to discuss and be the object of discussion;
- reward depending on the results.

Research has proven that modern universities have in many respects preserved the special corporate spirit, corporate, academic culture of their predecessors. The interests of society and the individual intersect in the corporation, and the university as a corporation has become a kind of mirror of society, in which its present is reflected, it based on the past (tradition), and the future (innovation) is laid. The staff (professor-teaching, engineering-technical and teaching-assistant) is the most important resource and the main value of every educational organization. The level of involvement of personnel in the activities of an educational organization determines the degree of its success.

Modern organizations, regardless of the number of

personnel working in them (however, the larger, the more active), demonstrate their specificity in the field of corporate culture, giving its properties serious importance. This trend is also characteristic of the educational environment, where the production of specialists, educational services, information processing is carried out, and there is a direct connection between the employee and the means of production. But the specificity of higher education is determined by its main activity – educational, the main task of which is to educate specialists who are competitive on the world market. A higher education institution is a special type of corporation, in connection with which the corporate culture in it acquires specific (educational) functions that influence the process of formation of future specialists.

The corporate culture of the university does not exclude, but implies the principle of a team approach, a single corporate creative spirit, the creation of a humanistic attitude towards each participant in the educational process. The corporate culture of modern educational institutions is based on constant work with those who teach and those who study, aimed not only at updating personal and professional abilities, improving qualifications, but also at harmonizing intra-corporate and intra-group relations, improving the psychological climate. In such a situation, the “human potential”, “human capital”, “intangible asset” of educational corporations grows.

The presence of a corporate culture allows to successfully adapt to the system of higher norms and

values, forms standards of people's behavior and responsibility for their observance; ensures more efficient operation of its organization. The corporate culture of universities participates in the formation of the human capital of students – future specialists. If we are talking about universities of specialized orientation, then it can be argued that corporate culture plays a strategic role in their structure.

Every organization has its own culture. Just as character affects a person's behavior, the culture of an organization affects the behavior, thoughts, and actions of its members. It determines how employees and managers approach solving problems, serve customers, deal with suppliers, react to competitors and how they generally carry out their activities now and will work in the future. It determines the place of the organization in the surrounding world, embodies those unwritten laws, norms and rules that unite the members of the organization and bind them together. It ensures the formation of moral and ethical values and guidelines for the life of the corporation, which encourage the potential of the intellectual and spiritual energy of human resources for the effective implementation of its mission.

Under the direct influence of corporate culture, there is a strengthening of ties (social partnership) between employees and the university management, unification (solidarity) of employees of all levels based on the values, norms and traditions of the organization, and an increase in their responsibility for the quality of activities. It organizes work and disposes of human

resources in such a way that the activities of the university ensure high mobility, enrichment, and social protection of those who work there. A number of studies provide sufficient confirmation of the undeniable connection between high production indicators in a company and its corporate culture.

Corporate culture is not the only component of success. Such aspects as the company's strategy and its structure, the organization of production processes and the payment system, the state of the market, competition and much more are important. Instead, corporate culture is a key component on the road to success that leaves its mark on all others.

A strong internal corporate culture of an organization is characterized by the fact that its key corporate values are actively supported and shared by almost all members of the organization. The more employees recognize the core values, the more they are committed to them, the stronger the organizational culture. And accordingly, a strong culture has a great influence on the behavior of the members of the organization. Thus, one of the notable outcomes of a strong culture is low employee turnover.

Culture always fulfills an educational and educational role. There is a fairly widespread opinion that an organization is a family that should take care of raising the educational level of its employees, increasing their skills and abilities, developing personal competencies and increasing "human capital" in general.

Nowadays, innovations determine the



competitiveness of the enterprise, become the most important means of its development, which covers not one narrow field, but includes all fields that affect the overall result – training of management personnel, marketing, finance, etc. Innovative development forces to change the management system, values, rules and regulations formed at the enterprise, to significantly change the perception of relationships with the external environment and the principles of internal life organization. The transition to an innovative economy dictates an urgent need to review established methods of personnel management, search for new, essentially, technologies of managerial influence on the consciousness and behavior of employees.

The culture of the organization, which is by its nature a certain social innovation on the way to the development of its team, allows to implement organizational changes in accordance with the needs of the strategic development of the enterprise, as well as to form the necessary motivation in personnel for their implementation. At the same time, conscious and purposeful management of culture development processes at the company allows to significantly influence the innovative activity of personnel in a certain field of activity.

The success of any organization, in particular a university operating in a market environment, is largely determined by the level of appropriate reactions to the challenges of the external environment. The internal culture of the organization, representing the system of relations of people working in it, acts as a set of values,

beliefs, as well as norms, roles, and rules that guide the organization's activity. At the same time, organizational culture has a number of specific features that distinguish this organization from others and is mostly a product of the organization's historical development. These specific features are traditions, language (slang), slogans, customs – everything that contributes to the transfer of cultural values, beliefs, norms and the content of roles to other generations of employees, methods of adaptation and unification (integration) of organizational members.

On the one hand, the culture of the organization is a product of the relationships of its employees, connected by a common goal – the culture of the organization consists of values, beliefs, and guidelines of people who work in this organization. On the other hand, culture is above people – it directs and corrects people's behavior in accordance with generally accepted norms and values.

In many ways, the “legacy of the past” is connected with the fact that the organizational culture does not always correspond to the needs of this organization at a new stage of development and the conditions of the external environment, since the cultural values of the organization and those who work in it usually reflect what has already been done. This is how a “cultural gap” arises due to differences between desired and actual cultural norms and values. Established organizational structures and internal organizational roles collectively support and ensure the functioning of the traditional organizational culture, while the elements of the new organizational culture come into conflict with the current value system.

Therefore, mostly in the process of reformation caused by a sharp change in external conditions, new goals objectively dictated by the external environment do not correspond to the established organizational culture. If the implementation of these goals is carried out sharply, mainly by authoritarian methods, then within the existing organizational culture there is a rather strong resistance to innovation, which critically slows down the achievement of goals and can even lead to the collapse of the organization. On the other hand, attempts to simply fit new goals into the existing culture of the organization lead to the rapid forgetting of new goals and a return to the usual way of existence, which in changed external conditions means the slow death of the organization.

Researchers, classifying the reasons for resistance to change in organizations in relation to organizational culture, mainly group them around three main ones: changes contradict the personal interests of employees; employees do not understand the necessity / inevitability of changes, are afraid of them and / or do not trust the management; there is a negative attitude towards changes on the part of the team, caused by the effect of psychological guidelines and values, under the influence of which individual employees and groups interact with each other.

The corporate culture of the teaching staff as the main carrier and translator of its specificity in the external and internal environment acts as a consolidating component of the organizational culture of the higher education institution. The mission of the organization is a

system-forming element of corporate culture. All others – the choice of strategies, management style, the figure of the leader, shared values, traditions – are included in the organizational culture only to the extent that they contribute to the fulfillment of the organization’s mission. The mission in this case is understood as the life goal of the organization, which contains the meaning of its existence.

Interest in the problem of corporate culture of higher education institutions is explained as a theoretical and practical necessity that corresponds to modern realities. In this regard, this is a paradigmatic turn related to the formation of fundamentally new conditions for the functioning of universities as an independent competitive organization that ensures the modern level and quality of training of specialists.

Corporate culture is not the only factor affecting the success or failure of an organization. A developed corporate culture becomes a noticeable advantage in competition with other organizations, a basis for forming the university’s image. Practitioners and theoreticians from the management of US and Western European organizations were among the first to pay attention to organizational culture as an intangible factor of successful competition and demanded from producers to find new ways of attracting consumers under the condition of economic well-being.

In addition to objective reasons, such as changing market conditions, increased international and domestic competition, availability of information, and so on,

interest in organizational culture in the USA and Western Europe was caused by the well-thought-out promotion of the very idea of increasing the effectiveness of organizations by creating ethical values, management ideologies that unite the collective, humanization of enterprises, that is, through the use of the human factor and strengthening of its potential.

Today, it is the corporate culture of the university that is a projection of the changes taking place in modern higher education, and it reflects the value system of the organization that acts as an economic entity. Instead, researchers have not yet made a clear distinction between the academic and corporate culture of the university. We believe that “the corporate culture of an educational institution has a dual nature: on the one hand, it is a culture of achieving interests in the market of educational services – a culture of competition; on the other hand, it is a traditional academic culture based on the preservation and increase of pedagogical values”.

It should be noted that the issue of the corporate culture of higher education institutions, which is formed in the process of scientific research activities of teachers, was practically not investigated. The problems of culture in science as a social institution, a professional community of people, and a special sphere of human activity were studied. Instead, the researchers claim that there is a culture of science as a whole, which includes the ethical principles of the scientist, “norms of communication, interconnection and interaction of the scientific community (ethos of science)”, which differ in a

certain way from the culture and ethical norms of other types of human activity. It can be assumed that the corporate culture of a separate scientific community includes aspects similar to the culture of science as a whole, as well as aspects related to the life of a separate scientific community, a collective.

Therefore, the corporate culture of a separate scientific community may include such aspects as: problems of worldview (value orientations, priorities in the activity of scientists), problems of communication, exchange of information in the framework of (within) this scientific community and with the external environment, attitude to time, accepted clothing, norms of behavior, communication system and language of communication, relationships between people, leadership style, work ethics, motivation system, employee development process, training, etc.

It is important that the corporate culture of the university is not a frozen form, it is subject to changes that can be more or less progressive, carried out quickly or slowly, in different directions. New team members, as carriers of certain values, can make adjustments to the corporate culture of the educational institution. Every employee of the university, regardless of whether he is related to its academic staff or is an employee of support services, is a carrier of corporate culture. Corporate culture enables employees to identify with the university as a certain organization that differs from others, to successfully adapt to the system of norms and values of the university for new employees, forms standards of

people's behavior and responsibility for their compliance.

An important point in understanding corporate culture is that it is not a sum of cultures, the bearers and centre of formation of which are employees who have considerable authority and mostly represent the management staff of the university.

The development of universities has now added to the principle of "academic autonomy" the principle of "responsibility of universities to society". The Humboldt University model in its main features was reflected in the World Declaration on Higher Education for the 21st Century. (Paris, 1998). The Great Charter of Universities (Bologna, 1988) and the Declaration on Academic Freedom and Autonomy of Universities, which was adopted in 1990 by the international non-governmental organization "World University Service", determine the principles of academic freedom and autonomy as follows:

- collegial adoption of the most important decisions; the special role of representative bodies of self-government and collegial bodies (scientific councils);

- a large degree of freedom and a large role of the initiative of researchers and teachers;

- considerable autonomy of the structures that are part of the university (departments, research groups) in determining goals, tasks, methods of activity;

- the dominance of framework management and leadership (assignment of meanings, formulated in a general form of directions, goals, norms and formats of activity) over directive (setting certain tasks).

The above-mentioned features clearly characterize

the classical university as a corporation and distinguish it from educational organizations that prevailed in the industrial era in industry and the field of education. The transformation of a classic academic university into an innovative (entrepreneurial) one is impossible without the transformation of its corporate culture. The possibilities of the new positioning of the university are determined by changes in its corporate culture:

- employees and management of the university are aware of themselves and their activities in a new way;

- depending on the corporate culture (and not on the conscious intentions of the management), the university conducts the selection of employees;

- corporate culture determines the opportunities of the university as a market entity (it is recognized or not recognized by business as a promising partner).

Despite these trends, traditional universities are, in most cases, bureaucratic organizations that are “inconvenient” for initiative groups and project teams. In many universities of the post-Soviet period, active employees or groups are pushed to the periphery of higher education and forced to act outside the university, become founders of their own entrepreneurial, consulting, engineering, educational firms, etc. Corporate culture as a tool for the development of the organization allows to achieve: formation of goals, tasks and development strategies based on the initiatives of the university team, mobilization of the team to solve strategic tasks; increasing the efficiency of the main types of activity and reducing costs, improving the quality of supply (service)



activity; presentation of the university to strategic partners and consumers as a promising partner.

The success of this or that organization largely depends on the extent to which the employees of this organization are united by common goals and a general attitude to their work. Corporate culture is a powerful strategic tool that allows to orient all units and individuals towards common goals, mobilize employee initiative, ensure and facilitate communication. It is what makes the organization unique, shapes its history and organizational structure, rules of communication and decision-making, internal rituals and legends.

In modern organizations, corporate culture is a tool of indirect management: influence on the interests, goals and methods of activity of teams and individual employees, which significantly complements directive management methods. If we define corporate culture as a way of the organization existence, it will obviously change along with the change of external conditions of existence. As a result of such circumstances, the formation of corporate culture has become relevant for modern universities. The need not only for survival, but also for the development of the university in new, market conditions required setting and solving new strategic tasks.

Every company has its own culture. Just as character affects a person's behavior, organizational culture affects the behavior, thoughts, and actions of people in a company. It determines how employees and managers approach solving problems, serve customers,

deal with suppliers, react to competitors, and how they generally carry out their activities today and will work in the future. It defines the place of the organization in the surrounding world, represents the unwritten laws, norms and rules that unite the members of the organization and bind them together. It ensures the formation of moral and ethical values and guidelines for the daily life of the corporation, encourages the potential of the intellectual and spiritual energy of human resources for the effective implementation of its mission.

Under the direct influence of corporate culture, there is a strengthening of ties (social partnership) of employees with the university management, unification (solidarity) of employees of all levels based on the values, norms and traditions of the organization, increasing their responsibility for the quality of activities.

A number of studies provide sufficient confirmation of the undeniable connection between high production indicators of the organization and its corporate culture. The role of corporate culture in the implementation of the university's strategy consists in "spiritualizing" the changes taking place, creating the ideology of its activity. It reflects the specificity and uniqueness of the university. An innovative culture, primarily focused on readiness for change, should be adopted by all employees and managers of the university as much as possible. Change begins with the awareness of the need for change. The changes that are taking place need to be understood and approved by employees, if we are talking about new values and norms.

Research on the influence of corporate culture on

innovative activity is conducted in many developed countries, but the use of experience and recommendations of foreign specialists requires an analysis of the possibility of their application and adaptation to the conditions of Ukrainian management.

Most scientists agree that the lack of innovative culture of society is one of the main reasons for innovation stagnation. Designing an innovation management system based on corporate culture will allow not only to increase the innovative activity of enterprises, but also contribute to the formation of the innovative culture of society due to the introduction of readiness for the development, adoption and implementation of innovations into the value-motivational structure of the personality of the company's personnel.

Involvement of the company's personnel in innovative activity is achieved due to the influence of the management system on the activation of innovative processes with the help of management functions: hiring employees, socialization, training, motivation, planning, control, career building, coordination. Corporate culture is a set of collective basic ideas that are necessary and sufficient for adapting to changes in the external environment and creating a competitive internal environment of the university.

In today's conditions of growing global problems (environmental, informational, etc.), science is often blamed for their emergence, every scientific organization, if it wants to strengthen its status in society, proves the necessity of scientific activity and its compliance with the

ethical values of humanity, should work on its corporate culture, especially on its basis – values, ethical principles. IT must be clearly aware of its mission and strive to adhere to it as much as possible.

There is a widespread opinion that creative activity is the result of the manifestation of a personal factor, that the source of any innovation is individual, not group activity. This statement is partially correct. However, such an approach fully reflects the classical interpretation of innovation as a technical or organizational “push” generated by the intellectual efforts of some subjects.

Understanding the complex nature of the innovation process, including its connection with the corporate “strategic architecture”, forces one to abandon the strict opposition of personal and collective factors and to try to establish their relationship within the framework of a single corporate culture. Modern management focuses on a significant revision of the principles of the theory of “human relations”. The main task of organizations, including universities, is to take into account all possible models of human motivation and behavior for their effective integration in a single corporate space.

We shall note that the human potential of the university belongs to a number of its system characteristics. It includes all general cultural, professional and specific competencies of employees, their professional inclinations, needs and motivation, features of interaction and communication. Instead, it is the complexity of human potential that causes the

contradiction of its development, especially in innovative conditions.

Teachers are the largest in number and most important in function of the human potential of the higher education institution. Each of them must be a specialist in two fields, in two spheres of activity: actually teaching (pedagogical) and research. At the same time, effective teaching today is impossible without methodical activity, which requires competence in designing the educational process and its reproduction in certain educational technologies. Due to these circumstances, the teacher's professional activity requires innovation and a creative approach. Corporate culture helps to unite the efforts of all teachers in one direction, to achieve a common goal and in accordance with common principles of activity.

The formation and management of the organization through its corporate culture is today recognized as fundamental for the development of the university in accordance with European educational standards.

Innovative management is a purposeful change in the composition of functions, organizational structures, technology, organization and management methods in order to speed up or improve methods of solving the organization's tasks. Under these conditions, the corporate culture of the university allows, without administrative pressure, to naturally choose the most effective interpersonal relationships and appropriate models of behavior and activity of teachers for achieving the desired goals. Cultivating such values as: competence, creative orientation, readiness for productive external and internal

competition (competition), team cooperation, etc., corporate culture has a positive effect on the consistency of their actions and the expediency of behavior in accordance with the chosen goals. “When people have common values and norms of behavior, there is no need to tell them how they should act in each specific situation: the organization can be convinced that its members will make the right decision, guided by their own cultural norms and values”. Strengthening the university’s competitiveness, corporate culture has a positive effect on creating its image and gaining a certain reputation among future students, among other higher education institutions of the region and the country as a whole.

Therefore, the corporate culture of the university is able to provide a number of important functions for its activity:

- normative and regulatory – because it makes the behavior of structural units and individual employees predictable and manageable;

- motivational – because belonging to a strong organization, involvement in its goals is a strong incentive for effective activity;

- stabilization – corporate culture unites separate parts of the organization, promotes harmony and stability in their interaction;

- protective – corporate culture acts as an obstacle to the penetration of undesirable trends and negative values characteristic of the external environment into the organization;

- substitute – developed “unwritten rules” allow the

organization to use a minimum of formal rules and regulations;

- adaptive – corporate culture ensures adaptation of employees to the organization, and the organization to the external environment;

- innovative – corporate culture helps to set and solve tasks for the development of the organization.

Purposefully created and constantly supported by the efforts of all employees of the university, the corporate culture, according to scientists, can become the most important factor in its development on the path of modernization and innovative renewal. Instead, its formation and development require purposeful actions and efforts not only of the administration of the higher education institution, but also of the teachers themselves, for whom corporate culture is a common space for professional interaction and personal self-determination.

Revealing the essence of the corporate culture of teachers of a pedagogical university as a research subject requires, first of all, an understanding of the main lexical units that make up its designation: the terms “culture” and “corporatism”.

In the socio-value dimension, culture is understood as a set of achievements of society in its material and spiritual development, which are revealed through the value attitude of a person to the environment. The value theory of culture is based on the fact that in any element of culture it is not the object itself that is important, but its significance for people; such are its properties that go beyond the boundaries of real existence and determine the

ability to be significant for ensuring the vital activity of a person as a social being.

It is in this dimension that the special role of a person entering the world of cultural values for its reproduction and further development is emphasized.

According to the activity dimension, the broadest understanding of culture is based on the thesis that it reproduces not products, but the way in which they were created by man and society as a whole. According to scientists, culture is a qualitative sign of ways of life of a person – social and individual, in which the mechanism of transformation of human forces and abilities into objective socially significant products of human activity and value operates. According to this dimension, culture is characterized as a set of ways of organizing a person's life, a set of patterns and norms of this activity, which form a kind of socially expedient technology of activity, the mastery of which is a condition for the reproduction of culture in space and time.

The personal dimension of culture consists in understanding it as an environment in which a personality grows and which nourishes its development. Within the defined dimension, culture is understood as all manifestations of human subjectivity (the level of freedom, morality, spirituality of people, their abilities for cultural self-development, etc.), in which a person acts as a real creator of culture. At the same time, the mechanism of cultural development is the personal activity of the individual. So, in the context of this direction, culture is understood and defined as creativity, a productive force



that is reproduced in cultural objects as a materialized manifestation of the essential human forces.

In the broadest philosophical context, culture is most often characterized as the social and progressive creative activity of mankind, which is carried out in all spheres of human existence and consciousness and in which the unity and interdependence of objectification processes (creation of values, norms, signs, systems, etc.) and deobjectification (human development of cultural heritage) is revealed. Herewith, it is emphasized that culture exists in objective (results, products of activity that exist independently, outside of their creators) and in subjective (in the form of human characteristics) forms. Culture is “a historically certain level of development of society, human forces and abilities, expressed in the types and forms of organization of people’s lives and activities, in their relationship, as well as in the material and spiritual values created by them”. Given this definition, philosophers distinguish and differentiate: the culture of society, the culture of social groups, the culture of an individual, etc.

Culture is a purely anthropological phenomenon, which is created by the infinitely rich subjectivity of a person, the manifestation of their human nature in all its various manifestations. We claim that the perception of human existence, human life, can be considered only in the space of culture, where all the meanings of human existence are concentrated: social, spiritual, emotional, ethical, etc. Culture exists through communication, dialogue between people of different cultures; as a form of

a person's free choice of the meaning of their life and responsibility for their choice, their destiny; as creativity, the products of which are specific objectified texts and works of human activity.

The properties of culture are revealed only through the sphere of human activity: it is a special way of manifesting its essence, which is fundamentally different from the manifestation of its own essence by other biological organisms. According to the author, everything that is created by the hands and mind of a person, with their efforts and abilities, belongs to the sphere of culture.

Culture is not just a special variety of forms of human life activity – it is a meta-activity, the defining quality of which is expressed in the property of consolidation, reproduction, transfer of experience of creation and implementation of various forms of human life activity and its results from one subject of activity to another, from one generation to another. A characteristic and distinctive feature of the method of preservation and transmission of the acquired cultural experience is in the generalization of individual manifestations of human activity and its results through the affirmation and preservation of their general value, that is, social significance. Thanks to this generalizing function, culture, as a special, man-made phenomenon, organizes social chaos, forms in it an order corresponding to a person in the external and internal worlds.

The use of a systematic approach in the study and understanding of corporate culture allows to determine the spheres and sources of its existence. We support the idea

of the existence of culture in three dimensions or scales: the culture of humanity, the culture of a social group (from macro-groups such as ethnic groups, nations, classes, professional groups to micro-groups such as a family, industrial or social team), the culture of an individual. Understanding the essence of culture allows us to predict the possibility of its division into many specific spatial and temporal forms of existence, in which its deep and universal essence is manifested in different ways. The so-called “circle of culture” includes:

- supernatural qualities of a person as a subject of activity (needs, abilities, skills);

- methods of creative activity, which a person does not have from birth, but which they invent, improve and pass on from generation to generation;

- a variety of objects (material, spiritual, artistic), in which the processes of human activity are materialized and which become “second nature”, which is created from the material of the “first”, true nature in order to satisfy supernatural human needs and serve as a translator of this human beginning to others to people;

- secondary methods of activity that serve to objectify those human qualities that are materialized, generalized and preserved in the objective being of culture;

- a person as a product of culture, which changes, enriches and develops in the process of deobjectification of cultural objects (one of the qualities formed by culture is the need to improve one’s own activity: a person, created by culture, becomes its creator);

- communication that mediates the processes of objectification and deobjectification of cultural objects; in this regard, communication is a special aspect, a property of activity, in which its cultural essence is revealed.

Summarizing the above-mentioned approaches to understanding culture, we claim that it is something that has content and meaning and adds a certain quality to the process of human life; it is a purely human dimension that gives practical impulses to social actions.

In the socio-historical dimension, it is culture that is a reference point for human activity in individual and collective forms, social and labor relations, and also objects and thus forms, formalizes, stimulates organizational-management, production-economic and socio-political relations that accompany, provide and determine the joint activity of people.

Therefore, the category “culture” states the artificiality of the environment created by people themselves, in which their existence and self-realization takes place. According to its content, it reflects the generalized and synthesized experience of humanity in regulating social interaction and behavior in a certain environment and its natural environment and consists of goals that motivated people to manifest their activity and ways to achieve them.

Culturologists emphasize that in culture, in addition to the products of activity themselves, the ways of human interaction, patterns of human behavior accompanying the process of product creation are also materialized in numerous objectified forms. Culture actually consists of

phenomena in which not only the material products of group activity are reproduced, but also the socially determined, adopted, standardized or normalized behavior and interaction of people in a certain historical time and in a certain social environment are fixed in the process of their creation.

We shall mention that any culture has social selection (immune standards) in accordance with the general logic of development and mentality of a certain society. This gives it originality and resistance to foreign elements in the form of social immunity or filling them with content traditional for this socio-cultural environment. At the same time, the system of cultural interactions can be built: voluntarily, forced or imposed by force.

In culture, social is not only different from natural, economic, individual, but also joint (collective) “action” of people: actions and interactions in social groups, communities, societies (corporations) in the course of their life and activities. This gives reason to understand social culture as a qualitative characteristic of people’s implementation of their sociality, the organization of social life within the constantly changing field of social models, norms, rules, roles, conventions, etc.

Social culture acts as a way of human survival and reproduction in the social environment. At the same time, the “rules of the game” are not set from the outside, but are developed by people – members of associations in the process of accumulating spiritual and practical experience of social (collective) life activity. In this aspect, social

culture is the main connecting chain between a person and their social environment, a way of human existence in society and a regulatory mechanism that ensures interactions between people.

It should be noted that the phenomenon of “corporate culture” exists alongside the phenomena of “agrarian culture”, “family culture”, “religious culture”, “artistic culture” and many others, which reflect the differentiation and distribution of cultural objects according to the spheres of human activity, its work and social interaction. Instead, corporate culture actually arises and develops as an independent form of manifestation of the quality of culture in the process of its movement from individual to group and collective expression of socially significant activity.

In the context of these provisions, the essence of corporate culture requires its understanding as a purely human entity by its nature, which includes mostly intangible - spiritual products of the activity of a certain group of people. Scientists emphasize that it is the activity of a certain group, team, or any other association of people in space and time that forms the basis of cultural phenomena, that is, an object created by an individual is not yet an object of culture. For this, it must acquire such traits and properties that ensure: its reproduction by other people; significance or value to many to make sense for others to reproduce and use.

“Culture is a “processed” living environment of people, organized with the help of specific human methods (technologies) of activity and saturated with

products (results) of this activity; the world of “ordered” collectives of people united by a system of relationships, collectively solved problems and the experience of common life activities; the world of special normative orders, forms of activity and images of consciousness, accumulated and selected by social experience; the world of “processed” individuals whose consciousness and behavior are motivated and regulated not so much by biological but by social interests and needs, generally accepted norms and rules for their satisfaction, embodied in systems of social goals, ideals, values, rules, customs, standards, methods of socialization and inculturation of personality, and objectified into specific features of technologies and products of human activity; the world of symbolic designations of phenomena and concepts, created by people for the purpose of recording and broadcasting socially significant information, knowledge, ideas, experiences, ideas, etc.; the world of knowledge – intellectual and figurative reflections of existence, methods and results of expansion and ordering of ideas about the world for the purpose of practical transformation, expansion of production, distribution and consumption of social goods; the world of creativity – the discovery of new technologies of material and spiritual production; the world of “cultural texts” that record all the listed forms of social experience in various sign systems”.

Therefore, culture acts as a system of characteristic images of thoughts, ideas, knowledge, values and patterns of actions, behavior, organization of people’s social life, which bears the imprint of a specific society, social

communities, groups and an individual. It is a way of spiritual and practical assimilation of reality on a stable value-normative, sign-symbolic basis and regulation of social interactions, integration of individuals into society. In this capacity, culture supports and orients people to long-term goals, to a certain algorithm of behavior and actions through the influence of images of thoughts and patterns of behavior.

The intersection of culture with positive corporatism, the standard of which is the values of social partnership, leads to the formation of a new form of social culture – corporate. We argue that corporatism and culture are different social phenomena and have different genetic roots. Culture expresses and consolidates the social qualities of a person’s creative activity as a living being, a qualitative characteristic of the humanization of the world: it endows material and spiritual products with positive, socially significant characteristics. This process means the “cultivation” of any social phenomena, including corporatism. Culture always humanizes manifestations of corporatism, gives them a “human dimension”, contributing to the formation of positive corporatism in the conditions of a democratic, civil society and welfare state. Penetrating its varieties, culture organically binds their qualitative characteristics and effectiveness, promotes voluntary reconciliation of functional interests of groups with the aim of making mutually beneficial decisions.

The characteristics of the corporation considered above allow us to attribute higher education institutions to



it. It is known that a university is a higher education institution that implements educational programs of higher and postgraduate professional education in a wide range of areas of training and specialties; carries out training, retraining and advanced training of highly qualified employees, scientific and scientific-pedagogical employees; performs fundamental and applied scientific research in a wide range of sciences; is a leading scientific and methodical centre.

The tradition of considering universities as an organization originates from the works of Weber and Parsons. They draw an analogy between a university and a typical industrial enterprise in many respects (management, stimulation, control, etc.). Thanks to the concepts of these authors, in the foreign sociology of education since the 60s of the XX century, individual universities and university associations are presented as “corporations”.

It should be noted that today in studies of the phenomenon of enterprise or organization culture, there are many definitions. However, their analysis shows that there are much more private definitions, since in any study the authors offer their vision of this phenomenon depending on the chosen topic and purpose. We should also note that these phenomena are considered mainly within the framework of enterprise management theories in connection with increasing the efficiency of their activity and the search for ways to improve the quality of manufactured products. It is the production activity of enterprises of various forms of ownership and

organization that forms the basis for discussing and studying the phenomena of corporate, organizational and other types of culture. At the same time, the terms “enterprise” and “organization” are used and understood as synonyms.

Therefore, the culture of the organization is a set of ideas and values that form society in a person (social activities, social interactions in the family, group, with friends, colleagues, etc.). Thus, the organization acts as the situational background of the basic assumptions developed by a group of organization members to cope with the difficulties of external adaptation and internal integration, which functions long enough to confirm its capacity and is transmitted to new members of the organization as the only correct one. Focusing attention on the processes of external adaptation and internal integration draws attention to the propensity of the organization’s culture to change and its certain dynamism. That is, it is emphasized that the culture of the organization changes over time in accordance with the external and internal conditions of existence. We believe that in the context of corporate culture, the organizational culture of a pedagogical university is a formal structure that normalizes the subordination and content of business relations between teachers as members of a single production team.

It should be noted that in the last decades of the XX century the cultural aspect was in demand in connection with the possibilities of cultural processing of social reality, which leads to an increase in labor productivity

and profit, quality (price-quality) of products and quality of life in general. The turn to a new human-oriented management and marketing is caused by a shift in emphasis towards the humanization of work, a qualitative change in the organization's activities, and the harmonization of its external and, above all, internal relations. Similar innovations were reflected in the concept of "corporate culture", which widely entered the managerial and scientific lexicon in the 90s of the last century.

The basis of the new cultural form is the concept of corporation or corporatism, which combines the internal culture and external positioning of the organization, its mission and the philosophy of a common destiny. The specificity of corporatism is closely related to historically developed models of society organization, management systems, cultural forms, etc. It originates in social-communitarian forms of social life (village community, guild associations, religious communities) and is based on specific role principles of human relationships and specific forms of social identification of a person.

Therefore, corporatism (corporatio – association, community, union) is a social reality that reflects one of the ways of combining efforts and interaction of organized groups in the system of social relations and management. A feature of corporatism is the orientation of business cooperation participants to coordination and partnership relations for the sake of common goals and control over their achievement. That is, corporatism reveals established models of collective behavior of

people who have different interests, but integrate into a single business community for the purpose of performing a common task.

Today, corporatism manifests itself in communities where social solidarity is combined with the contractual principle of mutual relations. It acts as a means of self-organization of joint life activity of people interested in social consolidation. At the same time, corporate solidarity is achieved not within the subordinate vertical “paternalism-loyalty”, but on the basis of a complex combination of normative-regulatory, informational-communicative, value-meaningful, social-reproductive factors. The presence and direction of the development of corporate trends, the variety of forms of its manifestation is a sign of the level of social development of the organization.

Corporate responsibility manifests itself in the collective social responsibility of all members of the group (team, team) for fulfilling a certain obligation or task, even under the conditions that individual members may not agree with the general decision. The essence of positive, democratic corporatism is the corporate spirit, which is reflected in the slogan: “Strength in unity”.

By its content, corporate culture is a special space for individual and group self-identification. Therefore, corporatism is not a separate specific subculture, but an integrated characteristic of social interaction. Corporate culture is not only a “spiritual background”, but a qualitative characteristic of this system of interaction. In this sense, corporate culture can be considered primary

and determining for all other organizational-management, production-economic and socio-economic relations. According to its content, it captures that side of the process of creating cultural objects, which reveals a stable system of social relations, interaction and cooperation of people participating in it.

Since a person's belonging to an organization is not limited to a purely business plan, corporate culture is an original and unique in its content mixture of values, relations, norms, habits, traditions, forms of behavior and rituals, which, taken together, are inherent only to a certain organization, considered together with the network of social connections surrounding it. Corporate culture is a certain state, a form of manifestation of the organization's culture, which is dominated by the functions of social integration and differentiation, as well as the functions of presentation to the environment.

According to this definition of culture, it would be logical to claim that corporate culture is a way of consolidating and reproducing certain forms of corporate interaction as a means of generalizing them. First, generalization means fixing certain forms (manifestations) of corporate interaction in the form of a certain standard. This is done either through the selection of individual acts of interaction and their approval as a benchmark, or through the a priori justification of such a benchmark based on considerations of expediency. Secondly, as a result of the generalization of acts of corporate interaction, certain benchmarks become established in the form of: values, norms, rules, sanctions.

Therefore, it is legitimate to talk about values, norms, rules and sanctions of corporate interaction. Based on this, the culture of corporate interaction can be defined as a set (system) of norms, rules, values and sanctions that regulate corporate interaction.

It is important that the values, norms, rules and sanctions that make up the content of corporate culture, in rare cases, are presented in a public and official, formalized form (in the form of codes of business conduct, ethical norms of conduct, etc.). Most often, they are meant, “remain in the mind”, and they can be judged by real facts (acts) of corporate interaction.

The source of corporate culture is the establishment of a special type of social relations – corporatism or organized solidarity and responsibility of a certain group of interacting people. At the same time, the defining characteristics of a corporation as a type of social organization are: supra-organization, polysubjectivity, competitive environment, self-identification as a complete social education, opposition to other organizations. The first two signs refer to the structural features of the corporation, the third – to the features of the conditions of its formation and development, the last two – to the functional features.

In terms of its content and forms, corporate culture represents an independent sphere in the development of the experience of practical human activity, which performs in the general context of culture the function of preserving human experience not so much in the creation of cultural objects in all their diversity, but in the ways of

interaction and cooperation of people, which lead to effective joint activities and ensure the creation of the necessary cultural items.

We should mention that corporate culture is to some extent characteristic of all associations of society members and does not require special and purposeful training. It is a spiritual component of human culture, in which the spiritual and material values of human experience regarding interaction and cooperation in a certain group are most fully reflected.

Corporate culture has its own system properties, in which integration (Latin integer – whole) ensures the process of organic combination of its heterogeneous elements, harmonization of connections between them, which gives system integrity and a synergistic effect. As an organization, the university has a complex structure that unites the activities of many primary units – departments, faculties, study groups, auxiliary units. At the same time, universities not only carry out the educational process, but also various and versatile research activities.

If we analyze the organization not from the standpoint of the dynamism of its development, but from the point of view of fixing the essential characteristics, the definition of the organization's culture can be classified on two grounds: orientation to the external or internal environment; priority orientation to maintaining relationships in the team / priority orientation to the implementation of professional activity. The continuum of the first basis extends from an exclusive focus on the

internal environment of the organization to priority attention to the processes of its adaptation and competitiveness in the external environment. The continuum of the second basis emphasizes the attention of researchers exclusively on the maintenance of an emotionally favorable and stable atmosphere in the work team and priority orientation on the quality of the implementation of professional functions by employees.

Scientists believe that the culture of the enterprise / organization is “a set of the most important assumptions accepted by the members of the enterprise and manifested in the values declared by the organization, which set people guidelines for their behavior and actions”.

The given definitions indicate an important characteristic of the organization’s culture, namely, that it ensures high-quality performance by employees of their work duties and contributes to the achievement of common and significant goals for all members of the organization.

Orientation to the external environment, but without taking into account the influence of culture on the productivity of employees, can be traced in the definitions of other authors. Enterprise culture is a complex, multi-layered, dynamic phenomenon that includes the material and spiritual aspects of the organization’s behavior in relation to the subjects of the external environment and to its own employees. The culture of the organization should be understood as a unique set of norms, values, beliefs and patterns of behavior that determine the ways uniting groups and individuals into an organization to achieve its



goals. We consider the culture of the enterprise as “... one of the ways of carrying out organizational activities using language, folklore, traditions and other means of conveying basic values, beliefs, ideology, which direct the activity of the enterprise in the right direction”. Therefore, as the internal environment of a university-corporation, its culture, on the one hand, ensures the adjustment of employees to actions that contribute to the formation, functioning (preservation), transformation, development of the corporation and/or other processes that should take place in it at this moment, and, on the other hand, provides them with an opportunity for self-realization and social success in the chosen field of activity.

Corporate culture performs hermeneutic, selective, translational, identificatory, protective functions. The hermeneutic function is responsible for ensuring that every employee of the organization understands the meaning of its mission and goals, values and norms, and the formation of a general semantic space for their professional, labor and personal self-affirmation. A fairly high level of understanding of the corporate culture allows each member of the organization to independently determine the possibility and ways of achieving the greatest success.

The selective function of corporate culture is manifested in the fact that it allows, without special administrative pressure, to naturally select and consolidate employee behavior models that are most effective for achieving the set goal of internal corporate interpersonal relations. The meaning of this function consists in the

selection and reduction of certain acts of corporate relations into a generally accepted standard (norm), accepting them as a cultural model and reference point for rejecting other acts that are inadequate to the chosen norm.

The translational function of corporate culture contributes to the production and consolidation of the organization's values and norms, their replication among employees of all ranks and levels, influencing their views and beliefs. All this provides social stability to the organization.

The identificatory function is manifested in the fact that the corporate culture contributes to the positive identification of each of its members with the general goals of the organization and obtaining advantages over competitors due to this.

The protective function consists in educating employees in the spirit of loyalty to the organization, in their protection from unwanted external influences. For the most part, corporate culture strives for stability and immutability (if there is no goal of changing it), minimization and exclusion of critical trends.

We argue that the corporate culture of the university should be considered as an organic combination of explicit and implicit beliefs, values and norms of behavior shared by its key employees. These beliefs, value orientations, norms of behavior and activity determine the vector and qualitative characteristics of the organizational behavior of employees, which contributes to the formation of the competitive position of this university in the

external environment. However, in the context of the specifics of university activity, corporate culture is somewhat different in content from the corporate culture of organizations whose activities are directly related to the material sphere of production.

First of all, it consists of several distinct communities united in the single organizational space of a higher education institution by different goals and values: this is the corporate culture of students, the corporate culture of professors and teaching staff, and the corporate culture of management (administrative) staff. These three corporate cultures are combined into a single and unique corporate culture of higher education around the educational mission it implements and the ways of interaction through which it is achieved.

The concept of “corporate culture of teachers of a pedagogical university” arises on the way to concretize and identify the specificity of the phenomenon of interaction of teachers as subjects of corporate activity of higher education institutions. It should be noted that the concept of “corporate culture of pedagogical university teachers” unlike the concept of “corporate culture of organizations” was not the subject of special scientific research and did not acquire the status of a scientifically based pedagogical category. Only some sources of recent years emphasize that the corporate culture of teachers at a higher education institution is a complex social phenomenon.

Within the opposition “individual – collective” separation of the corporate culture of teachers of a

pedagogical university takes place in accordance with the laws of efficiency and productivity of human labour on the way to the development and implementation of collective forms of its organization. It is on this path that there is a social need to reproduce the experience of collective creation of cultural objects, existing ways of joint practical activity, social behavior and interaction, which are reproduced through education and upbringing, professional training of the next generations, organization of scientific activity.

The corporate culture of teachers of a pedagogical university arises mainly in connection with the creation of a higher education system and, in particular, a system of training specialists specifically for pedagogical professions. It generalizes and reproduces the experience of organizing productive interaction and cooperation of people, whose joint activity ensures the professional training of specialists – teachers, educators, lecturers, who, in turn, preserve and develop the experience of introducing the younger generation to the culture of humanity through a special sphere of human practice – education. This teacher experience includes:

- the socio-cultural aspect as a part of universal, pedagogical, national, personal culture, which manifests itself in the sphere of human values and determines the ideology of cooperation, collective thinking and consciousness, models of cultural interaction in the process of joint educational activity;

- socio-pedagogical aspect as a part of social practice in the field of regulating the interaction of

members of a certain collective (group) of teachers, where certain traditions, norms and principles of mutual relations and cooperation are accumulated and reproduced and which are determined by the influence of religion, social morality, national affiliation, etc.;

- the organizational and institutional aspect as a characteristic of the external environment in which the collective life of the educational institution takes place and which causes changes in the content, mechanisms, system and goals of its functioning;

- the individual-personal aspect as the culture of actions of specific team members, the essential characteristic of their personality, professional pedagogical activity and communication.

In this respect, the corporate culture of teachers of a pedagogical university acts as a form of social imitation of methods of interaction and cooperation that have historically formed and are developing in a certain higher pedagogical educational institution and contain the corresponding ideal of educational activity, common methods of achieving set goals and subjects that in a certain way are structured in the space of joint teaching activities. It is a complex dynamic integral formation that reveals a certain level of development of personal qualities, abilities, practical skills and abilities of members of a professionally organized group of teachers, which ensure the effectiveness of their joint activities.

According to the logic of the movement from the general to the specific and individual, it can be stated that the corporate culture of teachers of a pedagogical

university is a derivative of the phenomenon of corporate culture, which is broader in its content. It is a specific and concrete form of the latter's existence, which accumulates, preserves and reproduces the specific experience of only a separate group of people who perform their activities at the highest level in society. From this it follows that it characterizes only that part of the pedagogical reality in which cultural objects created by higher education teachers in the process of their interaction and cooperation are reproduced and exist. Along with teaching, the pedagogical university has a corporate culture of teachers, which is formed in the process of performing scientific activity, which is mandatory for all spheres of socially significant professional activity.

One of the most appropriate definitions of corporate culture is as follows: corporate culture is a set of collective basic ideas acquired by the organization in the process of solving the problems of adaptation to changes in the external environment and internal integration, the effectiveness of which is sufficient to consider them valuable and transfer them to new members organization as a determining system of perception and solution of emerging problems.

We consider it possible to specify the definition of the corporate culture of teachers of a pedagogical university in the following way: it is a special and independent type of corporate culture, which presents the experience of the interaction of trained specialists regarding the joint activity of reproducing the cultural

experience of society in future generations through their professional training for pedagogical activity in educational institutions and specially organized scientific activity.

The given definition is formulated in the process of generalizations in the direction from the general and abstract to the concrete and separate, and further to the singular and specific. According to the law of quantitative and qualitative transformations, the corporate culture of teachers of a pedagogical university is the result of quantitative transformations of a phenomenon that arises and develops in the conditions of interaction and cooperation of a group of subjects that show social activity in a special form of organizing their joint activities – a pedagogical university.

The term “corporate culture” is the identification of a certain part of the cultural experience of humanity, which is related to the sphere of diverse content and forms of interaction and cooperation of people and is formed in the process of performing activities that are common in terms of goals and methods of implementation. The phrase “teachers of a pedagogical university” specifies that this experience is developed in a special organization (pedagogical university), whose activities are carried out within the framework of professional training of specialists for the education system.

The concept of “corporate culture of teachers of a pedagogical university” indicates the degree of social maturity and expediency of this kind of activity in the system of social production and its corresponding social

relations. It limits the universal pedagogical experience, reproduced in the pedagogical culture, to the experience created in a special institutionalized social system (higher education), specially designed and trained specialists.

The corporate culture of teachers of a pedagogical university is a phenomenon that reflects value orientations, norms of behavior and methods of their interaction in the organization of their teaching and scientific activity, the degree of their unity and compliance with the general mission of a pedagogical university. According to its functions, the corporate culture of teachers of a pedagogical university ensures: reproduction of the best elements and examples of the accumulated experience of joint activity and interaction in teaching and scientific activities, their further improvement and accumulation; standardization and evaluation of the effectiveness of joint educational and scientific activities and selected methods of interaction on the basis of uniform standards; regulation of joint activities and methods of interaction through their change, renewal and improvement; formation of a common worldview, mentality, generally recognized values; creation and maintenance of the image of the educational institution in the surrounding environment.

It is these moments that are decisive in revealing the corporate culture of teachers of a pedagogical university as indicators of their organization, ability to fruitful interaction and cooperation. They determine its essence and ways of existence. Along with this, they are the basis for determining the mechanisms that lead to the



formation of the corporate culture of teachers of a pedagogical university in various areas of their professional activity.

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## **Chapter 2. Facilitation competence of a teacher of a modern institution of higher education as a prerequisite for their professional development**

The key role in the renewal of the education system belongs to higher pedagogical educational institutions, since it is here that the methodological, content and technological parameters of education at all levels are set, and the pedagogical thinking and professionalism of the future teacher are formed.

The rapid flow of global processes of social development, as Liudmila Khoruzh aptly points out, causes the emergence of new trends in education: European integration, modernization, intercultural dialogue, integration, globalization of the educational space, etc. It is in the context of these phenomena that the activity of a higher school teacher increases its social significance, because they face many new tasks, first of all, it is the reorientation of the teacher's consciousness to new values in education – ideas of self-development, priority of human development over didactocentrism, innovation.

At the same time, the state educational policy of Ukraine declares the need for a harmonious combination of fundamental training of future specialists with their professional development based on the competence approach. The state needs highly qualified competent specialists with an author's vision of ways to implement a wide range of innovative methods of professional activity;

responsible and creative subjects of scientific knowledge; initiators of developing constructive models of polylogical communication, cooperation and co-creation (facilitation, coaching, mentoring); bearers of the social mission of translators of culture and generators of multiverse knowledge.

The invariant components of a higher school teacher's professionalism (readiness for professional activity) in combination with the variability of their professional consciousness (understanding of innovative methodological concepts in education) allow us to outline the range of types of his competence with a projection on the functional readiness of their implementation in the educational environment of a higher education institution: communicative competence (willingness to realize the interpersonal context of interaction with others by combining "word", "dynamic image" and "emotion"); information competence (ability to comprehensively use the information space and various sources of information for educational purposes); cross-cultural competence (encouraging students to develop creative potential in professional activity taking into account national and cross-cultural codes); facilitation competence (ability to build individual educational trajectories of students, taking into account the potential of leading mechanisms of facilitation, mentoring, coaching, tutoring).

The results of the analysis of the scientific fund on the problem allow us to record a rather strong scientific interest of scientists in various interpretations of facilitation in

education.

New approaches to providing professional teacher training reflect awareness of the fundamental dependence of social perspectives on the qualities of a student's personality, which are developed by their professional education. The instrumental possibilities of pedagogical activity contain both the potential of human support for the process of a child's formation in an educational and educational environment, and the threat of authoritarian leveling of their personal uniqueness. In this context, the training of future teachers to perform a supporting and accompanying function in the educational process of a general educational institution is of primary importance.

The worldview context of the domestic humanistic paradigm of the existence of humanity in the historical-philosophical and pedagogical contexts is based on the leading ideas, namely: the idea of free development of the individual, the idea of a categorical moral imperative (a person is not a means, but an end); ideas of adapting the educational system to the person, and not the other way around; ideas of the "philosophy of the heart" (according to Hryhorii Skovoroda), education of positive sensuality in the attitude of a person to the world, other people and themselves.

So, although facilitation was not defined terminologically, it acquired a significant scientific conceptualization in the work of classical scientists (Hryhorii Skovoroda, Ivan Franko, Hryhorii Vashchenko, et al.). It can be confidently asserted that the phenomenology of facilitation is also closely related to the

humanism of Vasyl Sukhomlynskyi, because it was the “human-loving” heart of the teacher-mentor, teacher-counselor, teacher-assistant that the scientist identified as the leading one in the palette of spiritualizing pedagogical influences.

The humanization of the educational system in our country is connected with the development of radically new approaches to teacher training. The authors refer to the non-traditional role positions of a teacher in professional activity – a teacher as a mentor, a teacher as an adviser and guide, a teacher as a mediator and advisor in conflicts, a coach and a tutor.

Close to the understanding of the semantic load of the humanistic orientation of the teacher is the scientific position of Tetiana Osipova, who substantiated the concept of training a modern teacher in a pedagogical university, first of all, as a mentor for students. The author emphasizes that it is the role position of the teacher as a mentor that appropriates the positions of coach, tutor, mediator, and facilitator that have been common until now. So, according to Osipova, a teacher-mentor is “a person who helps”.

Therefore, it was in this context – “helpful” (“supporting”) learning – that Carl Ransom Rogers described it; in the world scientific and educational community he earned the distinction of the founder of facilitation directly in pedagogy.

The scientific and psychological explorations of Carl Rogers became widespread in connection with the author’s proposed guidelines for the teacher-facilitator,



such as: empathy, congruence and unconditional positive regard for the child or “pedagogical optimism”. So, it can be argued that it was K. Rogers who gave the concept of “facilitation” to science. Despite the prevalence of the concept of “facilitation” in modern scientific sources, we sometimes find different interpretations of this concept. The reason for this may be the specificity of the translation of words of foreign origin. The functioning of a large number of Anglo-American loanwords in the modern Ukrainian language presented new tasks to linguists: on the one hand, to comprehensively study the influence of new vocabulary on the recipient language system, and on the other hand, to reveal the patterns of integration of loanwords into the phonetic, lexical word-forming and grammatical systems of the language. The Western educational system began to use the learner-centered approach earlier than the domestic one, so the newest functional roles of the teacher, which are developing in modern education at the beginning of the 21st century, began to be marked by English borrowings. Therefore, the limits of their use in the recipient language have not yet been marked. To clarify the concept of “facilitation”, let’s turn to dictionary and reference sources, in particular – in a foreign language. The modern English dictionary of synonyms provides the following series of terms (in accordance with the pedagogical meaning).

It should be noted that the position of facilitator is not in any synonymous series, and therefore, it is legitimate to talk about the independent nature of this

concept, despite attempts sometimes to equate the definitions of facilitator-mentor-advisor-mentor-tutor-trainer-mentor.

Despite the presence of a significant number of various synonyms, the concept of “facilitator” has an unambiguous translation from English – “a person who helps another person”.

The manual on human rights education with youth participation, approved by the Council of Europe Directorate for Youth and Sport, contains the following information: a facilitator is someone who “allows things to happen”, who “helps”, inspires others to learn and develop their own potential. The role of the facilitator is to create a safe environment in which participants learn through experimentation, research, and mutual exchange. It is not the work of one person, a leader who is an “expert” imparting knowledge to others. Everyone must grow through sharing experiences, both participants and mediators.

The Ukrainian Pedagogical Dictionary states that **facilitation** is a specific type of communication that involves facilitating interaction in the process of joint activity of the subjects of the educational process. At the same time, facilitation is a way of unobtrusively helping a group or an individual in finding ways to identify and solve problems, establishing communicative interaction between the subjects of activity.

We will analyze in which context and in which interpretations the given phenomenon is investigated in

dissertation and monographic sources.

In Ukraine, the concept of “tutor” was one of the first to be investigated by Tetiana Koicheva, scientifically substantiating the system of training future teachers as tutors for distance education. What is productive in the scientific position of the author for us is that, within the scope of highlighting the specifics of training future teachers of humanitarian specialties as tutors, the author also refers to the concept of “facilitator”, emphasizing the presence of a leading functional role in their professional activity – to facilitate and accelerate the assimilation of material, to promote independence of the learner, to support and accompany the personal development of all subjects of the educational process.

Researcher Oksana Kondrashikhina chose the ability of a specialist in the socio-economic field to exert a facilitative influence on others as a subject of scientific interest. The author notes that the influence and actions aimed at actualizing the vital resources of the individual are based on the recognition of the uniqueness of each individual, they are interpreted in humanistic psychology and pedagogy with the help of a number of concepts, such as: “purposeful inaction”, “non-violent action”, “rejection of the paradigm of purposeful action”, “pedagogy of non-violence”, “developmental action”, “spiritual influence”.

Denoting these processes, the scientist uses the concept of facilitating influence. Facilitation, according to Kondrashikhina, involves not only eliminating (or reducing) the client’s negative experiences caused by the lack of something, but also promoting their personal

growth, orienting them to their own choice, actualizing the ability to creative adaptation, self-change, and development.

Based on this, the scientist proved that the ability to facilitate influences is a complex synthetic system of personal characteristics, which, being determined by humanistic, spiritual values, make it possible to productively contribute to the advancement of the client by eliminating negative, deficient states and transitioning to personal growth, increasing the level of internal freedom. Kondrashikhina found that the ability to facilitate influences depends on the structure of value orientations of the subjects. Let's pay attention to this statement, since the researcher, one of the first, emphasized the importance of a person's value beliefs – humanistic – for the implementation of a specific facilitating interaction.

A unanimous opinion is demonstrated by Anzhelika Gelbak, claiming that the facilitating influence creates a real psychological contact between the teacher and the students; provides subject-subject relationships; contributes to the elimination of various psychological barriers that arise in the process of interaction between a teacher and teenagers (age, socio-psychological, motivational, instructional, cognitive, etc.); transfers students from the familiar position for them to the position of cooperation and, accordingly, transforms them into subjects of pedagogical creativity. Agreeing with the scientist we will adhere to this understanding of this concept: facilitating influence is an optimizing factor of the educational process,

which ensures the implementation of any of its components.

Pavel Lushin uses a somewhat different term in his own research, namely: eco-facilitation. Thus, eco-facilitation, according to Lushin, is the process of managing an open dynamic system of an individual in order to maintain it in a state of self-development. According to the researcher, the specified process is a continuation of Rogerian facilitation concepts, but with significant differences in the forms of management. Therefore, the author continues, facilitation is related to the management of the development situation of the person's existing potential. The process of facilitation means promoting the process of self-development, the scientist concludes.

In the context of the study of the facilitation phenomenon from the point of view of psychology, the scientific position of Emilia Gutzalo is of fundamental importance in our research. Let us describe it in more detail.

First of all, in the context of our research, it is important what Gutzalo says about the need for students of pedagogical universities – future teachers – to acquire special skills: facilitation skills that will allow them to implement personally-oriented learning technologies in their future professional activity, enable adequate psychological and pedagogical design, will contribute to the humanization of the educational process of the school. The author uses the term “facilitative management situation” emphasizing the importance of the ability of the

teacher as a facilitator to carry out non-directive management of the educational process and personal growth of students. The scientist also uses the term “non-directive teacher-facilitator”, emphasizing that it is facilitation that creates an atmosphere of freedom and independence in the educational process. Gutsalo also identified the personal traits that a teacher-facilitator should possess: respectful attitude towards people, optimism, sense of humour, responsibility, self-confidence.

Researcher Gelbak uses the term “facilitation interaction” in her own research. The author notes the creation of a special psychological interaction – a facilitating one, which will contribute to the manifestation of personal activity of students, the establishment of an emotional and communicative connection between all participants in the process. We agree with Gelbak’s opinion that traditional education emphasizes the student’s acquisition of knowledge that the teacher transmits in a “ready-made” form, but humanistic education seeks to develop in the student an internal need for knowledge and self-education. The democratization of relations between the participants of the educational process contributes to the formation of subject-subject relations, where the student acts as a customer of knowledge, skills and abilities. At the same time, the researcher claims, the main advantage of the non-directive system of education, which is based on subject-subject pedagogical interaction and dialogicity, over the traditional one is that the specific position of the teacher,

aimed at non-violence, trust, mutual understanding, empathy, and mutual assistance promotes development of similar behavior in children. The communicative model, sums up the scientist, which is set by the teacher, is perceived, adopted and assimilated by the students.

Researcher Svitlana Kolomyichenko uses the concept of “facilitative communication” in scientific research. According to the author, pedagogical communication is a specific type of communication that involves professional interaction of the subjects of the learning process, which performs specific pedagogical functions, providing the best conditions for the development of positive motivation of students, the creative nature of educational activity, a favorable emotional climate of learning (optimization of educational activities and relations between the teacher and students). Therefore, the researcher emphasizes that pedagogical communication is one of the most important means of pedagogical influence and interaction of the teacher with students, which in technological terms manifest itself in the ability to transmit information, understand the emotional state of the student and simultaneously influence them. Based on this, facilitation communication in the research of S. Kolomyichenko is defined as a type of humanistic pedagogical interaction between the teacher and students, which is based on subject-subject relations of mutual acceptance, mutual respect, empathy, tolerance, assistance, support. Kolomyichenko’s opinion about the following is also productive in the context of the research: the role of facilitation communication, which is carried

out as a deep, spiritual and moral self-disclosure of personal potentials for self-realization processes, consists in directing the student to the maximum disclosure of their creative abilities, to adequate and flexible behavior, to the performance of actions, which meet their own expectations and are meaningful to others.

The term “facilitative competence” was used by Tamara Sorochan, analyzing methods of andragogical training of specialists. The author proceeds from the understanding of the professionalism of the managerial activity of the heads of general educational institutions as an integrated entity characterized by a set of managerial competencies, namely: functional, socio-pedagogical, socio-economic, innovative, facilitative. The development of the professionalism of the managerial activity of the heads of general educational institutions will be effective, according to the scientist, under the condition of creating a complete pedagogical system, which is characterized by the continuity of the process of postgraduate pedagogical education in the andragogic cycle and the anticipatory orientation of the content and methodical support. Therefore, the researcher introduces the concept of facilitative competence, which directly determines the manager’s ability to be a leader of changes in education, to motivate participants in the educational process to personal development, and to provide the necessary conditions for this.

According to Sorochan, facilitative competence in the structure of professionalism of the head of a general educational institution expresses psychological and



pedagogical knowledge, new pedagogical technologies, generalized pedagogical experience in choosing a type of educational practice or a combination of several types taking into account the conditions of the school, the ability to create a model of educational practice of one's school, to ensure professional communication, approbation of the school's experience with the participation of scientists, specialists, and the public, to monitor the school's activities according to the main indicators. Summarizing, Sorochan claims that facilitative competence consists in directing the creative activity of teachers to create original educational practice.

Therefore, the organization of facilitating communication in a higher education institution should be carried out on the basis of certain principles, such as: the principle of relying on internal personal resources, which is reflected in the teacher-facilitator's confidence in the ability of the individual to independently and effectively solve their own problems, to build a line of behavior; the principle of subjective activity, which consists in the development of a person's ability to be the subject of their own behavior and activity with the assistance of a teacher; the principle of emotional balance involves the reconciliation of contradictions between positive and negative to ensure a general "feeling of the world", experience of success, satisfaction from learning, tolerance of the teacher-facilitator in case of unplanned results of the help provided; the principle of futurity requires the teacher-facilitator to rely on the potential

positive characteristics of a person, not yet revealed by them in their behavior, but possible.

We accept the following list of principles for the construction of facilitating interaction between subjects of the educational process, at the same time, it should be noted that the use of the term “teacher-facilitator” is more adequate if we are talking about the educational space of a higher education institution.

According to Nina Nosova, recently the attention of scientists is increasingly attracted by pedagogical technologies aimed at the self-actualization of the child's personality. There is a search for such ways and forms of interaction between the teacher and the pupil, the author continues, which support the initiative of the child himself, help him become a real subject of pedagogical interaction.

The author puts forward the following thesis: real humanization of the educational process can be achieved under the condition of the use of facilitative pedagogical action. The scientist interprets this concept as a specific action of the educator, which ensures their humanistic personality-actualization character of interaction with the pupil, in the content and forms of which the teacher's trust in the potential capabilities of the student, respect for their personality is expressed. According to Nosova, the teacher's ability to act in this way is related to the presence of specific personality qualities, primarily such as: empathy, orientation to cooperation, congruence, etc.

Therefore, facilitative action is an integral quality of the teacher's personality, which is determined by the

extent to which such personality characteristics are formed in them, such as: empathy, orientation to cooperation, congruence; there are personal determinants that significantly influence the formation of the teacher's facilitating qualities, in particular: excessive emotionality, demonstrativeness; a condition for the formation of teachers' readiness for humanistic relationships is special psychological training, which includes facilitative training and mandatory post-training support for the experience of implementing facilitative actions in independent professional activity.

The subject-subject character of interpersonal relationships in the educational process implies: the presence of a high level of respect of the teacher for the spiritual world of the student, recognition of their free subjective will, the right to their own opinion and choice of behavior; interest in the child's inner world, empathy for their success or failure, empathy for them; perception of the student's individuality as a value with all the qualities and possibilities inherent only to it.

Subject-subject interaction is a multi-subject, interpersonal process, the characteristics of which are equality in the case of different obligations of the subjects of interaction – teacher and student, personal orientation, dialogic communication. A significant role in the implementation of subject-subject interaction should be played by the creation of an appropriate environment, favorable both for the child's development and for the teacher's professional self-realization. In this aspect, the researcher concludes, the phenomenon of facilitation as a

specific characteristic of a teacher's professional activity and its quality acquires significant importance.

In summary, we shall note that acting as a partner, consultant, updater, mentor, that is, a facilitator for students, the teacher organizes pedagogical support for their educational and personal achievements, namely: an adequate, conscious choice of their own learning strategy, communication, behavior, interaction with others.

In scientific studies, we also find the term "facilitating position". Researcher Olena Fisun gave her own interpretation of the concept of "facilitation" as a type of pedagogical interaction that provides conscious, intensive and productive development, self-development of its participants and which sets as the main goal of the activity the creation of favorable conditions for the realization of the inner strengths of each individual. The main characteristics of such pedagogical interaction, according to the author, are mutual knowledge, mutual understanding, coherence of joint actions and mutual influence between all participants of the educational process. In this case, O. Fisun continues, the process of transmitting certain knowledge and values from the teacher to the students turns into a free act of cooperation, co-creation, which activates the self-development of each subject, their full self-realization as an individual.

Therefore, an important prerequisite for the formation of a subject-subject approach in school education, the development of humane and mutually respectful relations between all participants in the pedagogical process is a change in the professional

position of the teacher. Directly, the concept of “position” is revealed as a complex, relatively established system of attitudes, instructions, motives, and values of a person, by which they are guided in the process of their life activities, which determines the position of the individual in the status-role intragroup structure. Based on this, the author proves that the teacher's facilitating position is a system of instructions, which defines their determination of the goals of professional activity, their own place in it, the choice of means, actions, methods of evaluating the obtained results. Based on the above-said, the researcher highlights a number of characteristics that highlight another key concept of “pedagogical facilitation” for research. Let us consider the author's position in this context in more detail.

According to Fisun, the signs of pedagogical facilitation are: 1) openness, sincerity in the teacher's disclosure of their thoughts, views, and beliefs; 2) perception and acceptance of each child as an unconditional value, showing respect and tolerance for their interests, needs, aspirations, confidence in their wide possibilities; 3) demonstration by the teacher of “empathetic understanding” of the child, the ability to “look” at the inner world and behavior of the student as if through his eyes; 4) stimulation, initiation and encouragement of self-development and self-education of students in the process of pedagogical activity.

Based on the principles of Carl Rogers' facilitation, the scientist supplements them with the active actions of the teacher regarding the self-development and self-

education of students.

The analysis of scientific sources allows us to state that almost all scientific concepts and approaches to the development of the system of training specialists in institutions of higher education are full of various terms and concepts that are directly or tangentially related to the phenomenon of “facilitation”, such as: “pedagogical support”, “facilitation support”, “pedagogical help” or “facilitation help”. Let us consider them in more detail.

In general, facilitative help as joint-passive interaction, the characterization of the facilitator as a disinterested, neutral specialist who does not have the right to make decisions, who “does not interfere in the essence of the issue and does not offer any ideas”. To the list of the given characteristics, the scientist adds a description of facilitation as one of the work styles of a psychologist or teacher-moderator, revealing the content of facilitation through a list of ethical norms and methods of constructive communication.

Jingsheng Huang’s research also uses the concept of facilitative support (2017). Investigating the originality of the training of future art teachers, the scientist claims that facilitating support for the formation of the creative personality of a future art teacher can be interpreted as the interaction of a teacher and a student, with the aim of their professional development as a teacher and creative development as a specialist artist, which is made possible by their immersion in a specific aesthetically rich educational environment in which the teacher systematically uses various means of pedagogical support

for the educational achievements of future teachers and elements of pedagogical support for their creative growth, which ensures the full-fledged formation of future teachers of fine arts.

Oksana Snihovska's research uses the term facilitation support. Investigating the specifics of the training of future specialists-diplomats and translators, the author interprets the facilitation support of language training of students as a specific activity of the curator to increase the volume of specific professional-oriented knowledge, immersing students in a professionally-oriented educational environment, with the aim of becoming specialists.

According to Viktoriya Nesterenko, the essence of pedagogical facilitation in professional education is that it helps to overcome the traditional fixation on students of the executive part of joint activities and thereby move from the formation of a specialist as a functionary to the training of an active specialist capable of independent analysis and making non-standard decisions. At the same time, Nesterenko emphasized that the needs and motives of students' active behavior are not in the executive part, but in the orientational part of the interaction. In this regard, the task of the teacher is to include students in joint orientation in the subject and the educational process, to share with them a number of management functions in order to create conditions for awakening a deep interest in the subject and the emergence of real content motives for learning.

As we can see, in modern scientific sources, the

phenomena of “facilitation support” and “facilitation help” have not yet acquired final terminological boundaries.

Let us also turn to the concept of “pedagogical facilitation”, because its phenomenological features will obviously form the basis of the facilitation competence of the future teacher of humanitarian specialties.

When determining the essence of pedagogical facilitation, we proceed from the fact that facilitation is mostly interpreted as a positive change in the effectiveness of the student’s activity under the influence of the teacher’s personality. Such influence is made possible by certain traits of the teacher’s personality, special knowledge and skills. The teacher has the opportunity to positively influence the student through direct communication with them. Such influence is not accidental, but requires purposeful efforts on the part of the teacher. The teacher’s ability to perform such an activity is not mandatory, as it has its own specificity and requires special training for its implementation.

Therefore, pedagogical facilitation is a specific type of pedagogical activity of the teacher, the purpose of which is to help the student in realizing themselves as self-worth; supporting their desire for self-development, self-realization, self-improvement; promotion of their personal growth, disclosure of abilities, cognitive capabilities; actualization of valuable attitudes towards people, nature, and national culture by organizing humanistic, dialogic, subject-subject communication; creating an atmosphere of unconditional acceptance,



understanding and trust.

Pedagogical facilitation in higher education is a qualitatively higher level of organization of training of future professionals that corresponds to modern demands of practice. In practice, students learn exactly as much as they have questions, that is, how consciously they were active in the learning process. No emotionally and logically structured presentation of the material gives the desired effect if students for some reason remain passive listeners who are only present at the lecture and formally record its content. Each of them takes exactly as much material from the classes as the consciousness revealed by them when they perceive it.

Facilitation is a prerequisite for the development of the teacher's professionalism and readiness for activities that meet the requirements of the modern educational process, which is focused on development and self-development. Pedagogical facilitation is a complex integrative unity, the development of which is determined by individual, typological and social factors of teachers' life. Pedagogical facilitation determines the success of a teacher in mastering pedagogical activities, increasing the productivity of education, developing the subjects of the pedagogical process, and forming a specific style of interaction with those who study.

The essential features of a teacher's facilitating position are as follows: congruence (a concept introduced by Rogers) – the teacher must be what they really are; the teacher must adequately show their own emotions and attitudes verbally and non-verbally; the teacher must

demonstrate a desire to help the student, to share with them the responsibility for solving problems; the teacher must have the ability to build specific “helping relationships”, which involve accepting the value of another person, a deep empathic understanding of everyone.

Before determining the content of the phenomenon “facilitation competence of the teacher”, it is necessary to define the content of the main concepts of the competence approach.

In the most general sense, the competency-based approach to the renewal of the educational sector is the newest conceptual vector of the international format, which involves the organization of the educational process in the projection of the individual and personal development of each citizen through their motivation for self-education and self-development.

The new educational paradigm provides for the formation of a highly qualified specialist, and this process covers two directions: the development of professional competence; personal development – the formation of internal readiness to master the profession and one’s own self-realization.

In accordance with the logic of our research, we will clarify the meaning of the concept of “competence” as a semantic dominant of the research phenomenon (facilitation competence of a teacher of humanities) and its derivatives – “professional competence”, “professional competence of a teacher of humanities”.

Turning to the reference literature, in particular the dictionary of words of foreign origin, we understand that the Ukrainian concepts of “competence” and “competency” are equivalent to the identical terms “competence-competency” in the English language.

The “Dictionary of the English Language” states that “competence” is the ability to act, the ability to use knowledge in practical activity. In the “Big Explanatory Dictionary of the Modern Ukrainian Language” the content of the category “competence” is outlined as a property with the meaning “competent”.

The semantics of the adjective “competent” can also be found in reference sources: (from the Latin «competens» (competens) – appropriate) and is interpreted as follows: 1) valid, having authority; 2) who has sufficient knowledge in any field; well versed in something; clever; which is based on knowledge; qualified”.

Personal and operational characteristics of competence are emphasized in the “New Explanatory Psychological Dictionary”. The specified term is considered as an individual’s ability to perform a certain task. The theoretical analysis of the dictionary articles confirms the truth of the reasoning about the mutual determination of competence and competency, and also allows us to reveal a generalized understanding of the essence of the concept of “competent”, which reflects the meaning of the previous terms:

1) one who has knowledge sufficient for activity in a certain field, i.e. well-versed in something,

knowledgeable; which is based on knowledge, qualifications; 2) who has certain powers, full-fledged.

As we can see, the term “competence” can be legitimately interpreted as a property both personal and, at the same time, professional. In addition, it is already clear from dictionary sources that, for the most part, competence is determined through knowledge in a certain field.

The researchers also come to the conclusion that the understanding of competence as a certain set of knowledge, abilities, skills and values that are acquired in the process of learning and in their integrity form an individual’s ability to identify problems and solve them regardless of the context (situation) of a certain type of activity has become the most widespread in didactics. However, the study of scientific works shows differences in the definition of the semantics of the concept, which is caused by the development of pedagogy, individual positions of scientists in the use of numerous approaches to the interpretation of the concept, which determines different logical centers of interpretations.

In our opinion, it is impossible to consider the term “competence” outside of the analysis of scientific sources of foreign countries and their normative documents, because this concept was used for the first time in European countries.

Having studied the documents of the International Commission of the Council of Europe, we can maintain that “competence” is a central concept that means a set of skills (general, key, basic) of an individual, related to the

use of knowledge in practical activities, strategies of realizing the creative potential of the individual, fundamental ways of learning, qualifications, cross-curricular skills, ideas and basic knowledge.

In the context of our research, this provision is decisive, because it additionally confirms both the possibility of structuring competence in general, and the presence of pedagogical characteristics in this structure – knowledge, skills, strategies for the realization of personality in professional activity.

Taking into account this definition of competence, a list of key competences for every European citizen was outlined in the world space, marked by tokens: study – search – think – cooperate – act – adapt. In the works of experts of the Council of Europe, the semantic content of the concept of “competence” is positioned as the ability or readiness of an individual to mobilize abilities and individual-personal mental properties, acquired knowledge, skills for effective performance of a specific task in accordance with individual and socio-cultural needs; a set of attitudes, values, knowledge and skills.

Experts from the countries of the European Union (Eurydice, 2002) in defining the content of the concept focus attention on the ability of the individual to use the acquired knowledge and skills, which ensures the application of the individual’s educational achievements in new situations.

In the context of this thesis, we will emphasize the presence in the competence structure of the system of

individual's attitudes to the activity and its value relation to certain professional characteristics of the activity.

This reasoning is based on the use of two conceptual and strategic approaches (personal and activity-oriented) to understanding the essence of this scientific category. According to the first, American understanding, competence is defined as a characteristic of the personal and behavioral qualities of an individual, which determine the success of actions (superior performance) depending on local factors (space of action, environmental factors, organizational factors, normatively defined functional characteristics of professional activity).

According to another, European concept, competences are positioned not as individual and personal characteristics of a specialist, but as qualitative characteristics of activity (mechanisms, actions, behavioral acts, qualification requirements, criteria defined by the standard).

At the same time, the understanding of the originality of competence in the context of both approaches is determined by a set of knowledge, skills and attitudes that enable the effective activity of an individual or their performance of certain functions aimed at achieving established standards in the professional field or work. Therefore, we will adhere to this opinion and generally understand competence as a system of knowledge, skills and attitudes of an individual to a certain activity.

The specified generalization is taken into account in the content of the National Framework of Qualifications

(2011), where the studied category is revealed as the ability of a person to perform a certain type of activity, which is holistically expressed in the totality of knowledge, skills, worldviews, values and other personal qualities. Therefore, it is appropriate to consider competences as learning results that a person acquires and demonstrates after obtaining a certain level of education, which can be traced in the scientific and pedagogical discourse.

As we can see, knowledge, skills, worldviews, values, personal qualities are the basis of human competence in any activity according to this document.

The highlighted considerations are partially reflected in the Law of Ukraine “On Higher Education” (No. 1556 - VII dated July 1, 2014), which we will use for the final definition of the concept of “competence”.

Based on the main legislative act of our country in the field of education, we claim the following: **competence** is positioned as “a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, worldview and civic qualities, moral and ethical values, which determines a person’s ability to successfully carry out professional and further educational activity and is the result of training at a certain level of higher education”.

Obviously, in the definition, attention is focused on understanding the nature of competence as a complex interdisciplinary personal formation that enables the performance of activity, is formed and improved in the process of appropriate training.

The analysis of scientific and regulatory sources in the aspect of defining the meaning of the concept of “competence” will not be exhaustive without the analysis of one more category – “professional competence”, which is an integral category of the characteristics of a competent specialist. This category is used to indicate the results of professional training of teachers, but the essence of education is also considered ambiguously.

Most researchers consider professional competence as a system of values, knowledge, abilities and skills necessary for the performance of tasks of professional and pedagogical activity. Accordingly, the content of a teacher’s professional competence is positioned as systematized values, motivational aspects, methodological, general scientific, methodical, organizational, purely subject-oriented, communicative, informational, sociocultural knowledge, skills and personal skills that ensure the successful performance of professional functions.

In particular, Nina Nychkalo substantiated that the professional competence of a teacher as “a harmonious combination of knowledge from the educational discipline, didactics and teaching methods, as well as the skills and abilities of the culture of pedagogical communication”.

As we can see, scientific sources are full of various definitions and methods of structuring the professional competence of a teacher, we do not consider it appropriate to list them all within the scope of the study.



We clarify the meaning of this concept for further use as follows: “professional competence of a teacher” is a holistic dynamic multi-level complex of knowledge and skills of a teacher, which ensure the creative use of acquired values and activity experience to fulfill the tasks of school education and reflect the result of learning at each educational level.

Facilitation competence of the future teacher is defined as an integrative, dynamic complex of individual, personal and professional characteristics of the teacher, characterized by the ability to build a facilitating interaction with all subjects of the educational process, taking into account the development potential of humanities.

Revealing the originality of the phenomenon of the teacher’s facilitation competence allows highlighting its structural components.

We consider the concept of “structure” according to the explanatory dictionary of the Ukrainian language: as a set of “mutually located and interconnected constituent parts of the whole”, certain internal stable connections of the object, which ensure the preservation of its main properties under various external and internal changes.

In the structure and content of competences, the following professional-active and individual-personal components are differentiated: positive motivation, value-meaningful ideas of the individual about the content and results of activity, mastered information that conditions actions, mechanisms of activity, behavior in general, skills and experience necessary for a person for successful

performance of professional tasks on the basis of acquired knowledge; potential resources that provide the possibility of effective interaction of an individual with the environment in a specific activity; a complete system of interrelated aspects of activity.

It can be argued that scientists single out in the general structure of competence: the instructions and values of the teacher as a subject of activity, their motives and beliefs, which direct their activity in the appropriate direction; knowledge and information that allow them to confidently act within the scope of professional tasks; skills and abilities that enable the qualified performance of a teacher's professional duties.

Based on these positions, taking into account the specifics of the humanities teacher's professional activity, we will determine the structure of the facilitation competence of the teacher of humanities.

In order to determine the structural content of the teacher's facilitation competence, let us turn again to the works of scientists who have already covered the structure of various facilitation processes, and systematize this information.

Facilitation of the teacher within the framework of pedagogical communication is determined by the teacher's presence of such qualities as: communicative guidelines, communicative tolerance, empathy and emotionality. According to the author, all three indicators can be both positive and negative. In the case of a negative coloring of the communicative attitude and emotionality, the absence of communicative tolerance, the

opposite phenomenon appears – the phenomenon of inhibition.

A unanimous position was expressed by researcher Maria Kazanzhy, defining the phenomenon of individual facilitation and the opposite – the phenomenon of inhibition. The first facilitates the implementation of professional activity, the second, accordingly, makes it impossible.

As we can see, within the framework of the psychological approach, facilitation depends on the presence of certain personality traits in the subject of this activity.

Carl Rogers described the activity of a facilitator in group processes of rehabilitation of the group's psychological states. He developed his thoughts on the method of applying the facilitation effect in the context of pedagogical activity in the study "Freedom to learn".

According to the scientist, the presence of the position of a facilitator (I will help) in the teacher's work is ensured by their properties: empathy (I feel), congruence (I am open) and priceless acceptance (I trust).

The ability to facilitate influences contains two components – motivational, which is determined mainly by the orientation of the individual, and instrumental (including personal-instrumental and situational-instrumental), which gives the opportunity to implement the motivational component. Motivational and instrumental components are connected with each other, they are mutually determined. Personal prerequisites for the ability to facilitate influences are the psychologist's

personal maturity, a sufficiently high level of their self-actualization, the presence of a humanistic value system, a developed system of instrumental components of this ability.

The structure of the teacher's facilitation competence will be determined first of all, based on the general structure of the teacher's competence: professional-active and individual-personal components: positive motivation, valuable and meaningful ideas of the individual about the content and results of the activity, mastered information that conditions actions, mechanisms of activity, behavior in general, skills and experience necessary for a person to successfully perform professional tasks based on acquired knowledge; potential resources that provide the possibility of effective interaction of an individual with the environment in a specific activity; a holistic system of interrelated aspects of activity.

The last, but no less important stage in the development of the structure of teachers' facilitation competence is considered to be an adequate designation of the components of the phenomenon under study.

To denote the first component, which reflects the future teacher's ability to independently build up their own knowledge bank and enrich it with information about facilitation as an integral element of improving the educational process, their ability to learn the functional role of facilitation in the system of professional activity, we choose the designation "epistemological" (from the Greek word "gnosis" – cognition).

To designate the component that expresses the practical side of the application of facilitation in professional activity, i.e. the ability of the future teacher to carry out facilitating interaction with others, skilled mastery of the techniques of facilitating communication techniques, we choose the praxeological designation (from the Greek word “praxis” – practice), based on the saying of the founder of this scientific direction Tadeusz Kotarbinsky, who called praxeology “the grammar of effective action”.

To designate the component that reflects the value attitude of the future teacher towards facilitation as an integral element of their professionalism, awareness at the level of beliefs of its importance for the humanization of educational system, we choose the axiological designation (from the Greek word “axio” – value).

Taking into account different algorithms for structuring professional competence and considering the scientific positions of scientists who directly studied the components of facilitation processes, qualities and various types of facilitation activities, we are going to determine the structure of the teacher’s facilitation competence.

The structure of the teacher’s facilitation competence includes:

- the epistemological component as a set of a teacher’s knowledge about the mechanisms of pedagogical facilitation, ways of facilitating interaction in the educational process;

- the praxeological component as a complex of a teacher’s skills to facilitate interaction with all subjects of

the educational process;

axiological component as a system of value attitude of a teacher at the worldview level towards facilitation and facilitating interaction in professional activity.

In general, we understand the structure of a teacher's facilitation competence as a unity of the following characteristics: the teacher's awareness of facilitation mechanisms as a way of humanizing the educational process; practical skills of applying elements of facilitation in professional activities and methods of establishing facilitation communication in the educational environment; internal instructions and convictions of the teacher in understanding the potential of facilitation for improving one's own professional activity based on the development potential of humanitarian disciplines.

The system of higher education in Ukraine is going through a period of transformational changes. Training at the bachelor/master/doctor of philosophy levels is carried out in Ukraine for only 4 years and requires special research attention, because, unlike in European countries and the USA, in which the term "master" is used in the sense of an academic degree (the average between a bachelor and a doctor of philosophy, PHD) according to the regulatory and legal legislation of Ukraine, a master degree is an educational degree that enables a person to obtain a full higher education in the relevant specialty on the basis of the "bachelor" educational level (basic higher education). However, there is a lack of harmony between the bachelor/master/doctor of philosophy/doctor of science levels, which complicates the organic involvement

of scientists from our country in the scientific community outside its borders.

We agree with Olha Tsokur's opinion about the cause-and-effect relationship between the current state of training of future teachers in universities and the stages of modernization of university training in the general sense. The researcher describes three stages of modernization of higher education in Ukraine (Tsokur, 2012). We will describe them in more detail.

The first stage (the end of the 80s – the middle of the 90s of the last century) is a period of reform “euphoria”. This stage is characterized by the unification of types of educational institutions, the expansion of the nomenclature and the list of paid educational services, the introduction of various study profiles and the development of author's elective courses;

the second stage (the second half of the 90s of the last century) is the stage of awareness of the need to transition from education reform to its modernization and steady development. This stage was associated with the development of the concept of national education, the doctrine of the development of education and the program of its prospective development;

the third stage (2005-2010) is the stage of development of the official course of modernization of education in accordance with the European integration ambitions of the state. This stage is characterized, first of all, by an effort to adhere to the two-level architecture of higher education (bachelor/master degree), Ukraine's accession to a multicultural educational environment not

only at the declarative level, but at the level of state programs and projects (academic mobility programs, foreign state scholarship programs, participation in Erasmus mundus+ etc.).

It is at the third stage, in our opinion, that the competence approach took root in higher education as optimal for the formation of a new type of specialist.

The peculiarity of the professional competence of a higher school teacher is presented in scientific research somewhat less than the professional competence of a teacher.

We see the reason for this imbalance in the fact that the system of higher education in Ukraine acquired a stable regulatory platform only in 2014 with the adoption of the Law of Ukraine “On Higher Education”. It states that higher education is determined by a set of systematized knowledge, abilities and practical skills, ways of thinking, professional, worldview and civic qualities, moral and ethical values, and other competences acquired in a higher education institution (scientific institution) in a relevant field of knowledge in a certain qualifications at the levels of higher education, which are higher in complexity than the level of full general secondary education. In addition, the Law clearly defines that a person who has a second educational level – a master degree – can hold the position of a teacher in a higher education insitution.

The competence-based approach to master’s training in universities has been studied in the following contexts: the specifics of teaching humanities in higher education



(Evans, 1990); professional competence of masters in the field of educational measurements (Makarenko, 2016); preparation of future masters of the humanitarian profile for competent scientific and research activity (Bopko, 2013); peculiarities of the impact of professional socialization of future masters of socio-humanitarian profile on professional competence (Balyuk, 2016); the originality of the preparation of masters of the humanitarian profile for scientific and research activity in the information environment (Vorotniak, 2012).

We can claim that the competence-based approach is a conceptual vector for the development of educational systems of an international format, a scientific platform for modelling innovative strategies for training specialists in higher education institutions.

Trying to determine the essence of the phenomenon “facilitation competence of a higher school teacher”, we will adhere to the deductive logic of the research, first distinguishing the essence of the generic concept in the logical chain: “competence” – “professional competence” – “facilitation professional competence of a higher school teacher”.

In our opinion, competence can be considered in different contexts and functional planes in different ways: as a person’s ability to perform a certain type of activity, their readiness to realize their potential in this activity, and, at the same time, as a result of certain actions of an individual. That is, it is correct to say that competence is an “activity” category that manifests itself in the process

of the subject's professional or social activity aimed at fulfilling the assigned task (Nesterenko, 2012).

That is, the professional competence of a teacher reflects the ability of a person to successfully carry out metaprofessional activity in the projection of individual and personal development and is the result of training at a certain level of higher education, which takes into account the requirements for education at the European level.

We define the professional competence of a higher school teacher as a didactic-permanent dynamic combination of knowledge (general theoretical, fundamental, subject and extra-subject), professionally oriented skills (methodical, didactic) and constructive skills (communicative, organizational, leadership), non-linear professional ways of thinking (critical, analytical), worldview values (culture, mentality), established moral guidelines of a person (Goodness, Beauty, Dialogue, Truth).

Let us further highlight our understanding of the functions of professional competence.

In our opinion, the professional competence of a teacher of a higher school is distinguished by the following functional parameters: the ability to use a wide range of methods of scientific knowledge; rejection of the authoritarian and traditional-mythological style of thinking; expanded horizon of unbiased worldview (established value guidelines, established moral self-awareness, aesthetic culture, erudition, creative inclinations, multiversal vision of global societal problems); the desire to synthesize new knowledge based

on creative and critical processing of information; striving for self-identification and self-realization in various activities; focus on the problems of society, spiritual global problems of humanity; the ability to use the potential of one's own non-rational substructures of consciousness and implement humanistic maxims with irrational cultural codes; the ability to integrate humanistic axioms into highly rational forms of human activity; the ability to implement the transfer of innovations into the system of professional and pedagogical activity in a higher education institution.

Since the purpose of our study is to highlight the essence of the facilitation competence of a higher school teacher as a subject of pedagogical activity, we will further consider the “subject” parameter of professional competence in terms of the professional activity of a higher school teacher. The subjective approach is often proclaimed as paradigmatic (that is, leading, determining) for the education system in general. Based on the fact that competence can be defined as a method of co-organization of the subject's own and external resources to achieve a certain goal, we will try to divide the resources of the subject – the teacher of the higher school into internal and external, and analyze them.

The subject's internal resources are their knowledge, abilities and skills (general, applied, subject, extra-subject, organizational, intellectual), values, motives, psychological features. The subject's external resources are options that ensure the full realization of the person's internal resources in various situations of interpersonal

interaction and the professional plane.

In our opinion, the mechanisms of facilitation competence should be sought among the external resources of a higher school teacher, as a subject of pedagogical activity.

Based on our own experience and the results of the analysis of master's training programs in the leading universities of Ukraine, we will characterize the originality of the professional activity of a modern teacher of a higher school.

The first thing we would like to draw research attention to is that a modern teacher is an innovative teacher, a “teacher of the third millennium”, who must not only adapt to rapid social, economic, ideological changes, but also be able to analyze modern processes, predict their development, chart the paths of further transformations, participate in the development of modern scientific and methodological concepts, be a “leader” of changes and a “translator” of innovative transformations in the socio-cultural space.

The second specific parameter of the professional activity of a higher school teacher is their dual centrality. On the one hand, the teacher is focused on the educational environment and the content of education (relevant curricula, programs for subjects to acquire basic knowledge), on the other – on the subjects of the educational process: future specialists – students – learners.

The third specific point that should be paid attention to is the integrated context of the professional actions of a

teacher of a higher school. The result of the pedagogical activity of a teacher of a higher school can be presented in two projections: the first is an educational activity, a specific method, an applied algorithm, a pedagogical technology or model; the second is the psychological “products” of activity – positive changes in the consciousness of subjects of study, professional “new formations” of future specialists-students: professional reflection, professional outlook, professional competence.

In our opinion, it is the latter that dictates the need to introduce the concept of “facilitation competence of a higher school teacher” into scientific circulation as a characteristic that reflects the teacher’s potential opportunities to positively influence the personal and professional development of a young specialist – a student of higher education.

Summarizing the above-said, we draw conclusions and provide a definition of the phenomenon of our research – “facilitation competence of a higher school teacher”.

The facilitation competence of a higher school teacher is an integrative, dynamic complex of individual and personal (specific personality properties (empathy, communicativeness, openness, creativity), the desire to realize one’s inner creative and intellectual potential in interaction with the subjects of the educational space; a pronounced facilitation position as a worldview orientation ) and professional activity (the ability to develop adequate models of communicative interaction in a professional context, free use of mechanisms of

pedagogical support and accompaniment of the student's personal growth, the ability to develop optimal individual trajectories of professional growth of future specialists taking into account their individual characteristics) personality characteristics.

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### **Chapter 3. Self-educational competence of a modern teacher as a determinant of their professional development**

At the current stage of the transformational restructuring of the system of professional pedagogical education, a contradiction has arisen between the standard professional and pedagogical training of future specialists in physical culture, sports and education (in particular, physical culture teachers) and the increased demands of society and the wider pedagogical community for the innovative activity of a teacher (coach, physical education teacher culture), which is realized in the ability to operate significant masses of scientific, educational and methodological information in unpredictable conditions.

According to the apt words of Georgy Ball, in the system of modern continuous professional education, it becomes extremely necessary “to focus not so much on the assimilation of knowledge from the subject being studied, but on the knowledge and ability to use an interdisciplinary approach, especially in situations where new problems arise. The specialist’s ability to think through and construct their educational route in accordance with the changing situation becomes a leading reference point for professional training and retraining” (Ball, 2012).

In a generalized psychological plan, Ball emphasizes, firstly, that “one of the main goals of modern education ... is to develop in learners the interest and need for self-change”, and, secondly, that “the subject of labor (professional) activity, who has achieved mastery, begins



to realize in this activity the entire range of their relations with the world... In other words, they more fully realize their “ancestral” human essence, the potential of their universality” (Ball, 2012) .

Mykola Soldatenko’s statement becomes a guide for our understanding of the relevance of the self-educational competence formation in future physical education teachers: “... recently, active development of new technologies for the professional training of future teachers, which are focused on the formation of their personality, the development of creativity and independence, is being carried out. It is necessary to develop a new concept of education, in which all its components are aimed at the personally-oriented development of the teacher, their formation as a creator, capable not only of independently acquiring knowledge, but also of implementing it in accordance with the practical requirements of today. An important role in this complex process belongs to the independent cognitive activity of teachers” (Soldatenko, 2014).

Soldatenko continues, the problem of self-education occupies an important place in the professional formation of future teachers, given that self-education does not depend on external factors, but is caused by internal motives and motivation. That is, it is a relevant way of constant, unceasing improvement of one’s abilities and skills in accordance with the needs of successful professional activity, which as a result should lead to an increase in the level of professionalism of the individual, their economic and social success (Soldatenko, 2015).

In our opinion, one of today's priority tasks for education is to improve the process of professional training of teachers of various profiles, who should show cognitive activity, be able to independently acquire knowledge, focus on the modern educational paradigm – education throughout life (lifelong learning) and demonstrate a high level of self-educational competence.

Traditional forms and methods of training future teachers for the domestic system of higher education do not fully meet the requirements of the time. Most often, they are based on the reproductive type of education and do not provide a high-quality level of training of highly qualified educational specialists, do not meet the needs of the modern economic situation.

We think that there is a contradiction between society's need for teachers who are constantly improving their professional activity and the insufficient development of the theoretical and methodological foundations of the formation of readiness for such self-improvement at the current stage of higher education reform. Readiness for self-improvement, self-realization, and self-efficacy in the profession is related to the concept of “self-educational competence”.

We consider the phenomenon of “self-educational competence” based, first of all, on the content features of the concept of “self-education”, since the lexical units “self” and “education (training)” reflect the integration of personal and professional aspects of professional training and activity of a modern teacher.

Joining Soldatenko's thoughts, we can agree with the fact that the modern conceptual and terminological apparatus of independent cognitive activity is insufficiently developed and, in fact, does not allow a clear interpretation of the components of the investigated problem.

According to the scientist, modern educational and scientific discourse should be enriched with clearly defined and analyzed concepts, namely: "cognitive activity", "independent cognitive activity", "independent educational and cognitive activity", "independent work", "self-education", "information", "knowledge". Soldatenko proved that some authors use certain concepts incorrectly, sometimes identifying them inadequately. Therefore, the researcher suggests "pushing away" from analyzing the essence of the definitions of educational and scientific knowledge, taking into account their commonalities and differences. The scientist also emphasizes that there are contradictions between the subject and the object of knowledge, which indicates the need for further research into methodological and methodical aspects of the process of knowledge in new socio-cultural conditions (Soldatenko, 2016).

Not being able to analyze all the specific signs of independent activity within the framework of cognitive theory within one study, we will focus only on the key concepts of our study: "independent work" and "self-education".

In Soviet pedagogy, the concept of "self-education" was widely understood in the format in which it was

presented in the Great Soviet Encyclopedia, namely: “self-education is an independent education, obtaining systematic knowledge in a certain field of science, technology, culture, political life, etc., which involves the direct interest of the individual in an organic combination with independence in studying the material”.

We would like to emphasize that already in the basic definition of that time, the phenomenon of “self-education” was represented by the use of the word “independent”.

In the “Pedagogical Dictionary” published by the Academy of Pedagogical Sciences of the USSR (1986), self-education is defined as “education acquired outside educational institutions through independent work”. The presented definition demonstrates the rooting of exactly such a vector of scientific research – the identification of the concepts of “self-education” and “independent activity” by the scientific and pedagogical community.

It is in this context that entered the pedagogical dictionary and reference literature and was presented in the first edition of Semion Honcharenko’s “Ukrainian Pedagogical Dictionary” (1997) in the following form: “self-education is education that is acquired in the process of independent work without going through a systematic course of study in a stationary educational institution. Self-education is an integral part of systematic training in stationary institutions, contributing to the deepening, expansion and stronger assimilation of knowledge”.

The phenomenology of self-education as a scientific category, methodological and methodical, theoretical and

instrumental parameters of the concept of “self-education” are widely presented in scientific sources. Not being able to analyze all of them, we will present the directions in which the development of this issue was carried out.

According to the prominent Ukrainian scientist Semion Honcharenko, the peculiarity of self-education is that it is carried out outside of the entire course of professional training of a student in a traditional institution of higher education. Self-education, the author continues, is an element of the system of professional education in institutions of higher education (colleges, institutes, universities, academies), contributes to the systematization and ordering of professional knowledge, and the expansion of the bank of professional information. The most common means of self-education, the scientist concludes, can be independent study of special literature, work with professional general scientific, methodical sources of information (Honcharenko, 1997).

Honcharenko clarified another fundamentally significant concept – self-learning, as an activity of the subject, aimed at independent mastery of knowledge about the world, about oneself, through methods of cognitive, communicative, orienting, transforming, artistic, social activity, physical development and self-regulation (Honcharenko, 1997).

The phenomenon of self-education was the subject of analysis by many foreign pedagogues and scientists (J. Atkinson, M. Rokeach, J. Guilford, M. Knowles, L. Morris et al.). It should be noted that in German pedagogy, self-education is considered to be in direct

connection with continuous education and is its integral part and condition.

Carrying out a comparative analysis of the positions of scientists regarding the essence of the concept of “self-education”, Yulia Pryshupa notes that the American scientist C. Hay interprets the process of self-education as a source of vitality and adheres to the idea that it is worth controlling one’s self-education and accepting self-education as a life priority; J. Gordon, G. Bush interpret self-education as a form of learning in which learners bear the primary responsibility for planning, implementing and evaluating their learning experience; M. Knowles describes self-education as a process in which individuals, with or without the help of others, take the initiative to identify their educational needs, define educational goals, provide human and material resources, sources for learning, choose and implement appropriate educational strategies and evaluation results (quoted from Yu. Pryshupa, 2016).

We agree with the opinion of foreign scientists who claim that self-education is revealed as a continuation of general and professional continuous education and we believe that self-education will be effective when there is a future specialist’s own readiness for self-improvement and motivational and stimulating activity.

Currently, there is no unified view of the interpretation of the category “self-education” in modern pedagogical literature. Different researchers interpret self-education in their own way, highlighting one or another side of it.

For example, Svitlana Sysoieva interprets self-education as a type of free activity of an individual (social group), characterized by their free choice and aimed at meeting the needs for socialization, self-realization, raising cultural, educational, professional and scientific levels, obtaining satisfaction and enjoyment (Sysoieva, 2017) .

Taking into account all the variety of definitions of self-education as a cognitive activity, it is possible to state some of its essential characteristics: independence, cognitive need and interest, organization and purposefulness, systematicity and self-control, connection with continuous education, professional and general cultural requests, internal motives.

So, we determined that **self-education** as an organized, independent, systematic, cognitive activity aimed at achieving socially significant educational goals, satisfying cognitive interests, general cultural and professional requests, and improving professional qualifications; it is usually built on the model of systematized forms of education, but is regulated by the subjects themselves.

Considering the fact that the concepts of “self-education and “independent work” are closely related, let us analyze the meaning of the concept of “independent work” in more detail.

Prominent Soviet and Ukrainian scientists interpreted the concept of “independent work” in different ways. The researcher P. Pidkastyi called it a form of manifestation of the cognitive activity of the individual; M.

Yarmachenko understood independent activity as a type of human cognitive activity; Yu. Babanskyi interpreted independent work as a method of learning; the author of the pedagogical dictionary H. Kodzhaspirova interpreted this concept as an “educational task”; O. Savchenko and M. Fitsula agree that independent work is a mechanism (means, method) of organizing the actions of an individual (pupil, student) to perform tasks planned by teachers.

The presentation of the concept of “independent work” will not be comprehensive without an analysis of the functional purpose of independent work during the education of students.

In the didactic context, independent work is, on the one hand, an educational task, on the other hand, it is a form of revealing the relevant activity: memory, thinking, creative imagination when performing an educational task, which, one way or another, leads the student to obtain new, previously unknown knowledge, or to the deepening and expansion of the existing knowledge base.

In our opinion, the independent work of a learner is characterized by certain features: in each specific situation, the assimilation of educational material corresponds to a specific didactic goal and task; forms in the student the necessary amount of knowledge, abilities and skills to solve the corresponding cognitive task and, therefore, to advance from lower to higher forms of thinking activity; production of psychological instruction for independent systematic replenishment of one’s own bank of knowledge and development of skills to orientate



in the flow of general scientific and special subject information in solving new cognitive tasks.

Let us turn to the legislative and legal acts that regulate the professional training of future specialists in institutions of higher education.

The Law of Ukraine “On Education” (2017) states that independent work is a form of cognitive activity, and at the same time, a structural component of the education system. That is, various types of individual and collective educational activities, which are carried out in classes or outside them according to the tasks of the teacher (lecturer), under their leadership, but without their direct participation, are presented in the legislative act as an integral element of the modern system of training future teachers of physical culture.

In our opinion, the implementation of these instructions requires active mental activity from the student, independent performance of various cognitive tasks, application of previously acquired knowledge based on pedagogical guidance.

Summarizing the above-said, we will determine the content of the concept of “independent work” based on the generalization of the conceptual array for further use.

We will describe **independent work** as the work in various types of individual and collective educational activities, which are carried out in educational classes or outside them according to the tasks of the teacher (lecturer), under their leadership, but without their direct participation. The implementation of independent work requires active mental activity from the student,

independent performance of various cognitive tasks, application of previously acquired knowledge on the basis of pedagogical support (assistance, guidance).

At the same time, we would like to emphasize that we see a fundamental internal difference between self-education and independent work, which consists in the fact that in the course of self-education, a person acts as the subject of their activity in order to achieve self-determined goals, which are the main motive of self-education, but in the course of independent work, the supervisor sets goals for the individual.

The analysis of the fundamental scientific research of the scientist Volodymyr Buriak, who was in 1990 one of the first to present his own vision of the content features of the concept of “independent work” and its connection with related concepts, helped to reach such conclusions. The author did not terminologically use the term “self-educational competence”, but we consider his scientific work useful for our own understanding of the phenomenon studied.

Thus, self-education is a type of cognitive activity that is purposeful and consciously aimed at independent assimilation, understanding and filling with new theoretical knowledge, acquisition and self-improvement of relevant skills and abilities for professional self-development (Buriak, 1991).

According to Buriak, independent work is the subsystem that provides learning conditions in the presence or absence of direct guidance from the teacher, which, in turn, will make it possible to formulate within

the organization of professionally directed independent work of students the pedagogical task of optimizing learning results and time costs.

In order for such a methodical system to function at an optimal level, the scientist claims, “it is necessary for the student to be both an object of control and a subject who creates the process of movement from ignorance to knowledge”.

We understand the thesis presented above as follows: independent work (as a type of activity) will be effective only when a person (as the subject of this activity) takes an active part in it. Therefore, we have to choose and use in the future a construct that incorporates both activity and subject characteristics. Such a construct is competence as a scientific category.

Marina Rogozina aptly defined the methodological guidelines for the development of the problem, noting that the essence of self-education of future teachers is determined by methodological regulations, which are specified on the basis of person-oriented and systemic approaches: the humanization of professional training of future teachers of physical culture requires the creation of appropriate psychological and pedagogical conditions for transformation in the consciousness of the future teacher of professionally significant values into personally significant ones; in the plane of professional self-awareness of the future teacher, not the rational, but the emotional-value component should prevail, it should take the leading place; the value platform, the theoretical-methodical and methodological-technological foundations

of self-educational activity should acquire personal significance for the future teacher; the teacher's self-educational activity is a holistic integration formation, therefore its organization and implementation must take place on a holistic basis, taking into account the systemic unity and interdependence of all its elements, goals, content components, methods and means, forms (Rogozina, 2003).

Within the framework of modern scientific and methodological theories, a number of approaches to the training of specialists in higher education are distinguished, namely: humanistic, person-oriented, cultural, axiological, systemic (structural-functional), synergistic, integrative, activity-based, reflexive, technological, adaptive, competence-based, acmeological, andragogic, resource, etc. The specifics and directions of training of future physical education teachers, the content of the educational environment, within which the personal and professional development of the student-future specialist is carried out (factors, organizations and psychological and pedagogical conditions) determine the choice of optimal (adequate to the purpose of the research) general scientific approaches.

According to Ella Karpova, modern guidelines for the development of the social, and therefore also the social and pedagogical sphere, determine the need to build a fundamentally new type of professional education, create a system of psychological and pedagogical tools and conditions that contribute to the successful self-determination and self-realization of a young specialist,

and the formation of a system of competencies that allow them to be competitive in the global labour market. The updated state educational standards of professional education, oriented to the European credit transfer system based on the competence approach, determine the wide academic freedom of higher education institutions in the development and implementation of basic educational programs, allow to take into account the needs of regions in qualified personnel as much as possible (Karpova, 2009).

Content-based accents of the competence approach determine the practice-based orientation of higher school educational programs in contrast to “refined academicism”, as Vasyl Kremen aptly called it (Kremen, 2009).

The competence-based approach provides answers to the requests of the production sphere: it appears as an update of the content of education in response to the changing socio-economic reality; is a generalized condition of a person’s ability to act effectively outside of educational subjects and educational situations; this is a priority focus on the goals-vectors of education: learning, self-determination (self-determination), self-actualization, socialization, and the development of individuality.

Experts consider such educational constructs as competences, competencies, and metaprofessional qualities as instrumental means of achieving the goals of the competence-based approach.

Marianna Kniazian adheres to a unanimous position, noting that Ukraine’s accession to the Bologna process

presupposes the actualization of the competence-based approach to the professional training of physical education teachers in universities. The qualification-functional approach, which has developed traditionally in pedagogical science, is somewhat rethought in the direction of developing a system of competences, which are marked not only by content and process, but also by personal-ethical-value load. The analysis of modern general scientific, in particular, psychological and pedagogical sources, the scientist continues, shows that the issue of classifying the competences of the future specialist is one of the most researched and, at the same time, the most debated in recent times (Kniazian, 2009).

In the vast majority of government documents, it is noted that competence is an integrated ability of a learner acquired in the learning process, consisting of knowledge, skills, experience, values and attitudes that can be holistically implemented in practice; competence is a socially recognized level of knowledge, abilities, skills, and attitudes in a certain field of human activity; the competence approach is the focus of the educational process on achieving results, which are hierarchically subordinated to key, general subject and subject (branch) competence.

As we can see, both the conceptual content of these basic terms and the strategy of developing the national education system are clearly recorded at the level of state documents, in accordance with the leading trends of the European educational paradigm.

Reference to sources allows us to establish not only the clear meaning of the concepts of “competence” and “competency”, but also to determine the degree of adequacy in the application of these definitions in the context of our research.

Thus, in the Ukrainian Pedagogical Encyclopedic Dictionary, the interpretation of the concept of “competence” has the following form: “estranged from the subject, a predetermined social norm (requirement) for the educational training of a student, necessary for their high-quality productive activity in a certain area, that is, a socially established result ... real requirements for students’ assimilation of a set of knowledge, methods of activity...”. At the same time, competence “...presupposes a personal characteristic of the attitude to the subject of activity” (quoted from Honcharenko, 1997).

Despite the existing unambiguous terminological demarcation of the defined definitions, the limits of the categorical and terminological field of the competence approach to the training of physical education teachers in higher education institutions have not yet been definitively established, in particular, the level of subordination in the terminological triad “qualification”/ “competence” /”professionalism” and unified algorithm for distinguishing the concepts of “competence”/ “competency”.

The current stage of the development of the national system of higher education, in particular professional education, according to the scientific position of Ivan Ziazun, is characterized by the absence of an established

legislative framework that regulates the formation and development of the system of continuous professional education; the formation of a free market of educational services in the field of additional professional education (non-state institutions, companies, private educational institutions), which create a situation of competition and require the quality of training of learners in the absence of a state standard of the latter; the globalization of the educational space, which gives rise to the commonality of professional problems of employees; formation within the noosphere-genesis of the professional community, the bearer of a fundamentally new educational culture, which is fixed at the level of international documents on education and culture proclaiming the commonality of such principles of activity in the field of education as humanization, humanitarianization, democratization, tolerance, continuity and others; development of a cultural, conceptual, technological multiplicity of approaches to solving educational problems, which requires professional and personal self-determination and social responsibility for one's choice (Ziaziun, 2009).

Studying the facets of social manifestations of the quality of professional training in educational institutions of different levels of functioning, the outstanding domestic scientist Ivan Ziaziun used a system of established categories, such as: “qualification”, “competence”, “competency”, noting that it is qualification and competence that are peculiar socially – labour characteristics that set the limits and level of functional actions in the profession. They are determined



normatively and are controlled by society in the course of various attestation acts (Ziaziun, 2002).

Researcher Yaroslav Kichuk quite rightly emphasizes that the deepening of theoretical ideas about the conceptual-categorical apparatus of the competence-based approach is facilitated by the outlining of such an aspect: how are the concepts of “professional competence” and “professionogram” and “professional qualification” correlated, can the definitions “competent” and “qualified” specialist be considered identical. Modern pedagogical science mostly connects the concept of “qualification” with the concept of planned educational results of students after they complete a certain cycle of study (the first cycle is a bachelor degree, the second is a master degree). At the same time, the author continues, descriptions (descriptors) representing the Danish, Scottish, and Irish systems are considered the most attractive. In addition, there is a practice of dividing the described characteristics of a specialist into absolute and relative. As for the domestic structure of qualifications, the prevailing opinion is that Ukraine has only recently seen changes in the way of realizing the importance of “reformatting the national structure of qualifications”. One of the reasons for such a situation, is seen by the scientist in the lack of a considered political decision regarding which qualifications – academic or professional – should be systemically valid in the domestic system of higher education (Kichuk, 2009).

Analyzing the advantages of the competence-based approach to the training of specialists in universities,

Yaroslav Kichuk claims that: 1) scientists are mostly united in recognizing the similarity, but not the identity, of the concepts “professional competence of a specialist” and “professionogram” – these concepts are mutually complementary; 2) the content load of the categories “competence” and “qualification” is different; qualification characterizes purely professional knowledge and skills of an individual, instead “competences/competencies, in addition to professional knowledge and skills, also include such personal qualities as initiative, cooperation, ability to work in a team, communication skills, ability to learn, evaluate, think logically”; 3) it is possible to assume a greater capacity of the concept of “competent specialist”, since in the first case it refers to the specialist’s possession of not only knowledge, abilities and skills, but also the ability to implement them, i.e. they have internal motivation to perform professional activity in a high-quality manner, show a value attitude to it, and having creative potential for self-development, “going beyond” the subject of their profession.

The study of the achievements made in the process of deployment of the competence paradigm of education emphasizes its theoretical and methodological importance for deepening scientific ideas about the competent personality of the future specialist, the conditions of its formation in higher education. One of the most important tasks of the modern stage of its formation, according to the American high school pedagogy theorist M. Knowles, is “the production of competent people – those who would

be able to apply their knowledge in changing conditions, and ... whose main competence would be the ability to be included in constant self-education throughout their life” (cited by Kichuk, 2009).

Adequate development of the problem requires reference to scientific sources in order to highlight the terminological contours of the phenomenology of the teacher’s self-education, in particular their self-educational competence.

Turning to the reference literature, in particular to the “Encyclopedia of Education”, made it possible to state the general meaning of the concept, namely: self-education is a person’s cognitive activity, carried out independently and consciously; a decisive characteristic of self-education is its purposefulness; self-education of a person is aimed at achieving a number of personally significant goals of an educational nature; self-education is aimed at solving general cultural contradictions and satisfying socio-cultural values; self-education is the basis for improving the qualifications and professionalism of a specialist of various profiles.

The problems of forming the self-educational competence of future specialists of various profiles are thoroughly covered in modern scientific and pedagogical sources.

According to various phenomenological features, self-educational competence has been investigated in the following aspects: formation of self-educational competence of future specialists by means of information and communication technologies (Spivakovska-

Vandenberg); formation of self-educational competence of the future primary school teacher (Ratushynska); formation of self-educational competence of future qualified workers in the process of general education (Mosia); formation of self-educational competence of students of non-language majors (Kopyl); development of self-educational competence of primary school teachers in the postgraduate education system (Nalivaiko), mathematics teachers (Demchenko) and future technology teachers by means of information and communication technologies (Fedorenko); formation of self-educational competence of future civil engineers (Pryshupa).

Based on the above-mentioned, we can say that society (community, pedagogical community, parents, employers-stakeholders) makes quite broad demands on the teacher's professional activity, and self-educational competence is an integral element of their general professional competence.

In order to determine the essential (terminological, phenomenological, substantive) features of the concept of "self-educational competence of a future physical education teacher", let us turn to scientific sources in which an analysis of the phenomenology of self-educational competence of specialists of various profiles has been carried out.

Iryna Zymnia was one of the first to use the concept of "self-educational competence" in pedagogical science. Her scientific research was not an exception and was also carried out from the perspective of interpreting self-educational competence by identifying the essential

features of the term “self-education”. The scientist understands the concept of “self-education” as the ability of an individual to acquire education – to “learn” throughout their life; self-educational competence, in turn, is defined by Zymnia as the basis of continuous professional training in the context of personal, social, and professional life (Zymnia, 2000).

In the context of our research, it is fundamentally important that the author presented the elements of the content of professional competence as a scientific phenomenon in a wide and extensive manner. We will present a number of leading elements, according to Zymnia: a person’s internal intention (need) for self-development; the ability to construct an individual life strategy; systemic integrative unity of intellectual development and personality formation; the ability to level contradictions and uncertainties (risks, social and social transformations, changes in the social structure, etc.) of one’s own life experience (Zymnia, 2000).

Reflecting on the significance of the named elements for the preparation of a future physical education teacher for self-education, we note that the following should be added to the list of elements proposed by Zymnia: the ability to ensure control over the algorithms of one’s own intellectual and general cultural development; the desire to reach acmeological “peaks” of a professional nature – professional skills, professional creativity; creation of a “bank” of professionally oriented knowledge, the ability to constantly expand it, accumulate professionally oriented information, structure and systematize it; the

ability to express actual socio-cultural and national forms of realization of a professional in the relevant situation of professional development; monitoring and reasoned evaluation of one's own life and professional achievements in self-development, correction of undesirable elements and drawing up prospects for professional growth.

It is not difficult to notice that the specified content of self-educational competence “correlates” with the psychological structure of activity, which has the following substructures: motivational (need, motive, object, goal); instrumental (conditions, means, composition); control (control, evaluation, product).

Therefore, self-educational competence in general can be presented as an integral multi-component professional and significant personal unity, which reflects the unity of readiness and ability to effectively carry out self-education using its newest forms and relying on electronic educational and informational resources and educational resources of the Internet for the purpose of continuous self-improvement regarding the realization of social, personal and professional functions.

According to Natalie Voropai, self-educational competence is a quality of a teacher's personality, characterized by the ability and readiness for continuous self-education in the professional sphere, as well as to use the opportunities of the information and communication pedagogical environment in order to ensure the effectiveness of this activity (Voropai, 2014).

Oksana Ovcharuk interprets self-education competence as the readiness and ability of an individual for independent, systematic, purposeful cognition of reality, mastering the social experience of humanity, self-realization, self-development (Ovcharuk, 2009)

According to the scientific opinion of Iryna Preobrazhenska, self-educational competence is a personal and professional quality of a specialist, which is manifested in their ability to set the goal and tasks of self-educational activity, to navigate in the informational and professional space, to develop their own system of independent cognitive activity, to choose and effectively use modern tools of informational support of self-education (Preobrazhenska, 2007).

Symmetrically – as a personality quality – Oksana Fomina interprets self-educational competence as “a personality quality that characterizes the ability to systematic, independently organized cognitive activity aimed at continuing their own education in general cultural and professional aspects” (Fomina, 2001).

According to Hovorostenko, self-educational competence is an integrative personal property, we note the importance of the presence of a component in its structure, which is manifested in the rational selection and conscious application of certain information and communication technologies in the process of actively solving various tasks to achieve a successful result (Hovorostenko, 2003).

Chebotariova agrees with this opinion, asserting that self-educational competence can be presented as an

integrative personal property, which is provided by an emotional and valuable relationship to self-development and self-educational activity, a system of knowledge about planning and implementation of self-educational activity, about methods of self-education; subject-personal experience of productive solving of development problems, development and implementation of models of student preparation for self-education; readiness for continuous self-development of professional qualities, self-improvement, self-education in the field of the future profession (Chebotariova, 2005).

In Kovalenko's opinion, self-educational competence is a complex integrative property of the individual, which ensures the readiness to satisfy individual and social needs of knowledge of reality based on the mastery of knowledge, abilities and skills, methods of activity and acquired experience, to productively carry out independent, systematic targeted development of the social experience of humanity. The author points out that it is the readiness and ability of an individual for independent, systematic, purposeful knowledge of reality, mastering the social experience of humanity, self-realization, self-development. Therefore, the researcher concludes, it is an integrated personality quality, which is based on the skills of self-education and determines the individual's readiness for self-education, self-learning, self-improvement, self-choice, self-realization throughout life with awareness of personal and social needs (Kovalenko, 2017).



Thus, in the further study of the formation of self-educational competence of future teachers, we considered it through the level of their readiness for self-education in oriented, substantive, operational, and psychological aspects.

Nadiia Dovmantovych's scientific position on ways to form self-educational competence stands out favorably from others. First of all, the author emphasizes the complexity of the process of formation of self-educational competence for specialists of any profession. We are impressed by Dovmantovych's opinion that the process of forming students' self-educational competence should begin during the educational process – in particular, at seminars and practical classes, where students develop skills for active activity by acquiring special awareness of the peculiarities of professional activity. In addition, the demonstration of a direct connection between the practical, “applied” nature of the acquired knowledge and the projection of their implementation in the future profession is of fundamental importance in the learning process (Dovmantovych, 2014).

In our opinion, researcher Natalia Bukhlova correctly defined the internal structure of self-educational competence. The author sees it as a synthesis of the following components: awareness of personal needs based on correct self-analysis, self-cognition, self-monitoring of positive and negative features of one's own professional activity; systematization of the information fund (various information of a personal and professional nature), expansion of the bank of own knowledge, establishment

of interdisciplinary connections, “white spots” of professional development; the ability to construct an individual route of self-education taking into account one’s own inclinations and intentions, personality traits and professionally significant traits, the needs of society and the professional environment; a critical and thoughtful attitude to information in the environment, formulating one’s own position regarding the variability and significance of the acquired information; flexibility and “non-linear” thinking, creativity in solving professional tasks; the ability to take into account rapid changes in various professional contexts, the search for non-standard solutions in combination with self-acquired knowledge; the formation of information culture (the ability to simultaneously process large amounts of information of a different nature: the ability to systematize, rework, analyze and synthesize independently obtained information, to present it); the ability to interact with others on the basis of a polylogue, to produce solutions based on cooperation, to be tolerant and respectful of the polar view of the “other”; the ability to apply innovative information and communication technologies; acquiring instruction on the social responsibility of the individual towards oneself, society, cultural and professional environment; attitude to continuous self-development and self-change; ability to overcome difficulties, uncertainty; reasoned assessment and monitoring of the value of formed professionally oriented knowledge in own professional activity; responsibility for the algorithm and content of self-education; continuous self-analysis and

self-monitoring of self-education activity; the ability to adjust and improve the results of self-education (Bukhlova, 2017).

According to Maryna Rohozyna, the degree of self-worth of the future teacher's knowledge depends on: a) a teacher's ability to construct organizational, didactic and psychological-pedagogical conditions for a student's emotional experience of the content of a specific general-scientific, educational or educational-methodical work, personally significant for their development as a subobject of professional activity; b) the ability of the future teacher to formulate their own position and demonstrate their own feelings in the context of certain thoughts of the author of the work, to systematize the formulated positions, to find in a specific work cause-and-effect systemic connections between various terms, statements and the components of its structure; c) the presence of an effectively functioning system of pedagogical support of students' self-educational activities in institutions of higher education (Rohozyna, 2003).

We cannot but agree with the opinion of Volodymyr Naumchuk, that increasing the number of hours for independent research work of students – future teachers of physical education, physical culture and sports (especially in sports and pedagogical disciplines) requires a radical change in the context of improving various forms of organization of educational activity of future physical education teachers, which are closely related to each other (Naumchuk, 2008).

Based on the acmeological concept of Ewald Zeier, it can be argued that the formation of the competence of the future specialist is an integral stage of the process of professionalization. The scientist calls the process of formation of self-educational competence the “life path” of a specialist and singles out certain stages in it. Let us consider it in more detail.

The first stage, according to Zeier, is the choice of a future profession taking into account personal individual aspirations, inclinations, motives; the second stage is associated by Zeier with the formation of a system of knowledge, abilities and skills of a professional nature; the next stage, according to the scientist, is related to the initial entry into the profession, the first assimilation of the social role of the future profession, the initial self-determination in it, the initial formation of professional experience; the next stage, according to the scientist’s definition, consists in the formation of the professional position of a specialist, the integration of personal and professional qualities into a single whole, readiness to perform professional duties; the last stage of the formation of self-educational competence, according to Zeyer, is the realization of the personality in professional activity (Zeier, 2000).

The place and functional role of a teacher’s self-educational competence was correctly determined by Evhenia Spivakovska-Vandenberg, who claimed that “self-educational competence is a key competence of an individual, as it is the result of properly organized education at various levels and a determinant of an

adequate value basis of learning” (Spivakovska-Vandenberg, 2014).

We agree with the scholar’s scientific position regarding the substantive content of the specialist’s self-educational competence. The author notes that this personal and professional quality of a specialist represents practically oriented skills, professionally oriented knowledge, acquired experience of direct practical activity, professionally significant properties and qualities of a person (motivation, striving for self-realization, self-improvement). In general, Spivakovska-Vandenberg emphasizes that the above-mentioned reflects the aspiration and ability of a specialist to rationally solve professional tasks, professionally perform the assigned tasks of a professional direction, readiness to implement a socially significant direction of activity: to accustom the young generation to constant self-improvement, which is realized through the desire to build up one’s own “bank” of professional knowledge, to independently master and systematize and use various information throughout life, to develop an individual route of professional development.

We are impressed by the opinion of researcher Olena Kovalenko regarding the essence of the phenomenon of “self-educational competence”. The author proves that the phenomenon can be defined as a personal and professional integrative construct, which ensures the readiness of a person to satisfy their personal and social needs of knowledge of reality based on the assimilation of

knowledge, abilities and skills, methods of activity and acquired experience (Kovalenko, 2009).

Productive in the context of our research is the scientific position of Yulia Pryshupa, who argues that self-educational competence is a combination of the readiness and ability of a person (as an individual and a professional) to carry out effective, creative self-cognitive professional activity of a chosen professional nature. Professional competence is formed, according to Pryshupa, by forming a system of knowledge regarding professional self-study and self-education and striving to improve professional activity according to individual characteristics (Pryshupa, 2016).

We agree with Pryshupa's opinion that the formation of self-educational competence of future teachers in institutions of higher education is determined by the following factors: acquisition by students of a positive value attitude to self-learning, self-education and self-improvement in the course of professional training; ensuring sustainable interest in future professions through effective updating of professional knowledge; systematic training of professional skills through the use of various problem-based learning technologies; the use of various forms of self-learning and self-education of future specialists ensured the ability to reflect on innovative activities, self-control and professional self-evaluation, the ability to predict and correlate personal and professional opportunities, self-awareness as a professional.

Liudmila Adariukova highlighted the phenomenology of self-educational competence of cyber

security specialists. According to the results of the theoretical analysis of scientific approaches to the interpretation of the essence of the phenomenon of self-educational competence, taking into account the specifics of self-education and professional activity of future specialists, the importance of this type of competence in the formation of a competitive specialist, the researcher Adariukova determined the self-educational competence of future specialists as a holistic, multi-component, professionally significant property of an individual, which reflects an emotional and valuable readiness and practical-technical ability for effective self-education activity with the aim of continuous improvement of the theoretical base and practical skills in the professional field in the light of constant scientific and technical transformations and experience of relevant activity based on compliance with the code of ethical norms (Adariukova, 2017).

The research of L. Adariukova also proved the connection between professionogenesis and self-educational activity, which is manifested in the fact that the achievement of the result of professionogenesis – the formation of professionalism – is impossible without mastering the skills of self-educational activity, which are a means of self-development of a specialist in social, personal and activity spheres.

In the structure of self-educational competence, Hromtsev and Kovalenko single out the following structural components: motivational and value-oriented (activity, aspiration, conscious personal instruction, value orientation on self-improvement in the intellectual

sphere); organizational (building self-educational activity, purposefulness, concentration, self-management, self-reflection in cognitive activity); procedural (self-management of the movement from the cognitive goal to the result by means of independently organized cognitive range, the functionality of knowledge, abilities and skills, their independent improvement); information (ability and willingness to work with information, information technologies to meet the needs of own self-education, self-realization) (2009).

Iryna Mosia clarifies the structure of self-educational competence of future teachers as a synthesis of the following interdependent and mutually conditioned components: motivational and value-oriented, it involves the presence of value orientations of the individual towards mastering modern knowledge, a passionate desire to complete the educational task); practical and activity-oriented (presupposes the selection of appropriate types and methods of independent work, the student's possession of "study skills"); organizational (includes the ability to plan, coordinate, self-manage and self-assess the results of independent educational and cognitive activities); personal-reflexive (related to cognitive independence, volitional and worldview qualities, initiative, responsibility, scientific thinking, personal inspiration) (Mosia, 2013).

According to Alla Dobryden, the internal structure of self-educational competence is built on the basis of: understanding personal needs based on self-analysis, self-cognition, self-assessment of strengths and weaknesses of



one's activity; the ability to develop and implement self-education programs taking into account personal needs and the needs of society; organizing one's knowledge, finding connections between its pieces; a critical attitude to any received information, development of a personal position in the process of acquiring certain knowledge; the ability to solve various problems based on self-acquired knowledge; flexibility of application of acquired knowledge, abilities and skills in conditions of rapid changes; presentation, justification and defense of the obtained result; finding non-standard new solutions based on self-acquired knowledge; using and obtaining information from various databases, sources of information; ability to use new information and communication technologies; adequate evaluation of the value of acquired knowledge in one's activity; the ability to cooperate with other people, to acquire knowledge through collective activity; decision-making based on cooperation, tolerant attitude to the opposition point of view; responsibility for organizing one's self-educational work; constant self-analysis and self-monitoring of self-education activities (Dobryden, 2010).

According to Tetiana Voloshyna, the motivational and value-oriented component of self-educational competence characterizes the future specialist's understanding of the vital value of self-education, the presence of value orientations of personal and professional self-development, the formation of interest in the chosen profession, awareness of the goals of education, the professional orientation of educational

activity, the formation of the need for systematic educational and cognitive activity, the development of the internal need for self-education, the ability to motivate oneself, awareness of the future specialist's choice of profession and direction of self-education. This component performs the function of stimulating the self-educational activity of the student, which is characterized by the development of the motivation of future teachers of physical education from information technologies to constant self-improvement and self-development (Voloshyna, 2018).

The organizational and technological component, according to Voloshyna, includes the ability of future physical education teachers to plan and independently manage their own educational and cognitive activity, in particular, to independently determine the content, sources of knowledge, deadlines for the planned implementation, to predict the course and results of work, to build their own self-educational learning trajectory taking into account personal needs and abilities, choosing forms, methods and means for organizing self-educational activity, regulating and controlling time, etc. This component brings together the knowledge and skills necessary for successful lifelong learning (*ibid.*).

The practical activity-oriented component, Voloshyna sees in the ability to select appropriate types and methods of self-education (search, selection of necessary information, effective use of services and resources for work), independently perform professional tasks, choose effective ways to achieve goals, plan and

develop projects, determine the sequence and duration of activity stages. In the process of formation of self-educational competence, the practical and activity-oriented component performs a technological-instrumental function (ibid.).

Finally, the reflective-analytical component is one of the main components of the self-educational competence of the future specialist, which characterizes cognitive independence, volitional and worldview qualities, initiative, responsibility, scientific thinking, inspiration of the individual. This component includes the ability of the future specialist to exercise self-control and reflection, namely: to highlight, analyze and compare their own actions with a specific situation; perform self-analysis, self-control, form an adequate self-assessment of one's achievements in setting difficult tasks; compare the achieved results with the set tasks, adjust and develop new tasks (ibid.).

Based on the results of the analysis of the scientific fund regarding the uniqueness of the self-educational competence of a modern specialist, we determine the essence of the self-educational competence of teachers.

The self-educational competence of the future teacher is an integrative personal-professional construct that represents the internal orientation of the individual towards self-identification, self-realization and self-improvement as a subject of professional (educational, physical culture and sports) activity; expresses the ability to study and assimilate, systematize and modernize professional knowledge regarding various innovative

educational and educational technologies (personally oriented, health-preserving, inclusive, occupational therapy); ensures the organic advancement of the student along an individual educational route in the coordinates of the “lifelong learning” paradigm by means of reflexive construction of self-education activity, coordination of methods and technologies of its implementation; concentrates the desire of the individual to realize the educational, professional and creative potential at the axiological and worldview level, based on the formed professional position.

We will describe each component of the structure of self-educational competence of future teachers.

Personal component of self-educational competence. It concentrates the availability of instructions and motivations for the implementation of self-educational activity, the desire to satisfy cognitive needs in mastering knowledge and skills, methods of self-educational activity, the desire to enrich the field of professional activity with innovative contexts. Knowledge of methods of cognition, mechanisms of constructing self-educational activity, methods and technologies of its implementation.

Worldview component of self-educational competence. It reflects the value attitude of the physical education teacher to self-educational activity, awareness of its importance for professional and pedagogical self-improvement and continuous self-development.

Active component. It is manifested in the practical skills of self-education (goal setting, planning, organization, self-control, self-evaluation, reflection, self-

correction) and the ability to apply its results in specific professional tasks and goals.

The self-educational competence of the future physical education teacher acquires a clear form and only when its functional purpose is determined.

Therefore, we will focus our research attention on considering the functions of self-educational activity.

We will describe the hierarchy of functions of self-educational competence as determinants of its professional formation: extensive – accumulation, acquisition of new knowledge; indicative – defining oneself in culture and one’s place in society; compensatory – overcoming the shortcomings of schooling, elimination of “white spots”, formal knowledge; self-development – improvement of a personal picture of the world, one’s consciousness, memory, thinking, creative qualities; methodological – overcoming professional narrowness, completing the picture of the world; communicative – establishing connections between sciences, professions, past and present; co-creative – promoting creative work, necessarily expanding it; rejuvenating – overcoming the inertia of one’s own thinking, prevention of “stagnation”; psychological – preserving the fullness of being, a sense of involvement in the intellectual movement of humanity; gerontological – maintenance of connections with the world and, on this basis, the vitality of the organism; design – implementation of an individual approach, implementation of a system of creative tasks in the process of improving professional qualifications; an

innovative function that provides freedom and personal interpretation of the goal, content, topic, plan, sources of self-education, amount of time, professional focus and depth.

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## **Afterword**

Reflecting on the parameters of the specificity of the professional identification of a modern teacher in the projection of their professional formation, the authors come to the conclusion that the formed corporate culture of the teacher is the foundation of this.

Corporate culture performs hermeneutic, selective, translational, identificatory, security and protective functions. The identificatory function is manifested in the fact that the corporate culture contributes to the positive identification of each of its members with the general goals of the organization (higher education institution) and obtaining advantages over competitors due to this.

The formation of a future teacher in the educational and scientific space of a university is impossible beyond their ability to facilitate learning and education in a modern school.

It has been proven that the facilitation competence of a higher school teacher is an integrative, dynamic complex of individual and personal (specific personality properties (empathy, communicativeness, openness, creativity), the desire to realize one's inner creative and intellectual potential in interaction with the subjects of the educational space; a pronounced facilitating position as worldview orientation) and professional activity (ability to develop adequate models of communicative interaction in a professional context, free use of mechanisms of pedagogical support and accompaniment of the student's personal growth, ability to develop optimal individual trajectories of professional growth of future specialists

taking into account their individual characteristics) personality characteristics.

Equally important for the optimal design of a teacher's professional development is their self-education competence.

In the projection of the teacher's professional development, self-educational competence realizes the following functions: extensive – accumulation, acquisition of new knowledge; indicative – defining oneself in culture and one's place in society; compensatory – overcoming the shortcomings of schooling, elimination of “white spots”, formal knowledge; self-development – improvement of a personal picture of the world, one's consciousness, memory, thinking, creative qualities; methodological – overcoming professional narrowness, completing the picture of the world; communicative – establishing connections between sciences, professions, past and present; co-creative – promoting creative work, necessarily expanding it; rejuvenating – overcoming the inertia of one's own thinking, prevention of “stagnation”; psychological – preserving the fullness of being, a sense of involvement in the intellectual movement of humanity; gerontological – maintenance of connections with the world and, on this basis, the vitality of the organism; design – implementation of an individual approach, implementation of a system of creative tasks in the process of improving professional qualifications; an innovative function that provides freedom and personal interpretation of the goal, content, topic, plan, sources of self-education, amount of time, professional focus and

depth.

The conducted analysis of the theoretical foundation of the formation of a future teacher in the educational and scientific space of a pedagogical university does not exhaust all aspects of this complex problem.

The authors see prospects for further scientific research in the development of mechanisms (prerequisites, psychological-pedagogical and organizational-didactic conditions) of positive influence on the process of professional identification of future specialists in the conditions of the educational and scientific space of a modern university.