

УДК 378.147.477

DOI: <http://dx.doi.org/10.30970/vpe.2023.38.11714>

## MODERNIZATION OF HIGHER PROFESSIONAL AND PEDAGOGICAL EDUCATION OF UKRAINE AND THE MODERN PARADIGM OF EDUCATION

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A necessary condition for the dynamic development of society is the modernization of the higher education system, which is the basis for ensuring a high pace of scientific and technological, economic, social, cultural progress. In this article, we consider the changes that are being implemented in higher education, aimed at transforming it into an important resource for personal and social development, which will provide our country with highly professional and competitive professionals in order to build a strong democratic state.

The relevance of our topic is conditioned by: the necessity for theoretical and methodological justification of measures to update and improve the efficiency of the system of training teachers of professional and artistic disciplines and consideration of this problem taking into account the modern methodology of vocational education; tasks of creating and using methods of training teachers of professional and artistic disciplines and scientific and methodological support, which in structure, content, methods, technologies would meet the provisions of the Sectoral concept of continuing pedagogical education development, current standards of higher education, approved educational programs, would provided the implementation of didactic principles, contributed to the modernization and optimization of training of future teachers; requirements for the development, scientific support and implementation in the educational process of training teachers of professional and artistic disciplines of innovative technologies in combination with modern pedagogical approaches and methodical provisions, that will intensify the development of intellectual potential of students, to form the ability to independently solve pedagogical situations, creative artistic and pedagogical and professional activities.

Thus, a number of unresolved contradictions and insufficient development of theoretical and practical aspects of art and pedagogical education have determined the choice of our topic.

*Keywords:* professional and artistic training, teachers, institutions of higher education, specialist, methodology.

**Introduction.** The formation of the labor market in Ukraine is characterized by the manifestation of acute social contradictions. Upon graduation, students fall into a world of competition, unemployment, instability and stress. In order to

prepare young people for life in a complex dynamic world, it is necessary not only to equip them with theoretical and practical knowledge, skills and abilities, but also with methods of their independent acquisition and replenishment. A methodologically important requirement for effective training of future teachers of professional and artistic disciplines is the appropriate level of their competencies in the laws of teaching, education and development of a personality, trends in development of general and professional culture, basics of art pedagogy and psychology of art and creativity, etc.

A modern teacher of professional and artistic disciplines must be a model of a new type of worldview and must have the appropriate professional and pedagogical training to successfully form this worldview in students.

**The main text.** Methodology is now considered a mandatory element of scientific knowledge, which, as it is known, consist of sensory and rational stages. The first is carried out on a substantive and effective operational basis; the second – interiorizes the received information in the internal plan in the form of concepts between which various communications are established by means of mental actions. The methodology describes the types of these connections, the ways of their establishment, the rules and procedures by which the process of cognition is carried out [4, p. 15–26].

After analyzing the philosophical, general scientific, psychological and pedagogical literature, we are convinced that methodology is the science about building of human activity [2, p. 498], which enables purposeful and effective theoretical cognition and practical transformation of the world. It is no coincidence that the methodology is conventionally divided into two main types: the methodology of theoretical cognition and the methodology of practice.

The methodology determines the ways of acquiring scientific knowledge; directs to a special path that leads to the achievement of a certain research goal; provides with the information about the process or phenomenon being studied; helps to introduce a new information into the theory of science; provides clarification, enrichment, systematization of terms and concepts; methodological knowledge are multidisciplinary; they can be considered as knowledge about general research methods (experimental and theoretical), knowledge of methods of transmission of scientific information (language of science, structure of scientific knowledge, form of their fixation), knowledge about methods of acquisition knowledge; its system of scientific information is based on facts and logical-analytical scientific cognition [11, p. 57].

Modern researches related to the training of teachers of professional and artistic courses are outlined by qualitatively new requirements for the level of teacher training and his ability to organize the educational process, scientific work, work on themselves and critically evaluate their own work. The set of the specified requirements can be provided on condition of research of future teachers training

taking into account five levels of methodological approaches, namely: *philosophical, general scientific, scientific scientific, disciplinary and interdisciplinary*. At the same time, the task of higher pedagogical education is to form in the future teacher the appropriate levels of methodological knowledge.

The content of the highest, *philosophical level* of methodology are the general principles of cognition and the categorical apparatus of science in general. Phenomenology, praxeology, semiotics, and axiology are now among the current philosophical trends. The philosophical level is the basis of all methodological knowledge, determines the worldview approaches to the process of cognition and transformation of reality.

The task of philosophical methodology is to improve, rationalize scientific activity, basing on philosophical worldview and general methodological guidelines and provisions. Worldview systems, developed within the framework of philosophy, in pedagogy act as a methodological and instrumental basement. In this context, the philosophy of education is a field of research of general theoretical issues, objectives and value bases of education, the principles of its content and direction. It puts forward general, systemic and fundamental tasks, unites different pedagogical directions, defines the essence of the education system as a social institution, its content and interaction with other institutions of society.

The scientific potential of modern philosophy of education provides general methodological principles: human dimension, cultural conformity, coevolution, integration of science and education, interdisciplinarity, fundamentalization of education [10, p. 61].

On the basis of a wide range of scientific knowledge and researches of pedagogical reality, pedagogical concepts are developed, which are analyzed from a philosophical standpoint, and the results of this work form the basis of further pedagogical research, which leads to the creation of new concepts. Thus, the connection with philosophy remains a necessary condition for the development of pedagogical thinking, attempts to ignore it lead to a positivist orientation in solving scientific problems.

*General scientific level* is used in the vast majority of sciences. After all, the scientific discovery has a substantive and methodological content, always aimed at a critical review of the previously adopted conceptual apparatus, factors, assumptions and approaches that interpret the material under study. At the general scientific level, the system and activity approaches keep their valueability and the theory of self-organization – synergetics, – begins to extend. [7, p. 111].

A human thinking consists of analysis and synthesis, abstraction and generalization, induction and deduction, explanation and understanding. These logical methods are considered in general scientific methodology, where there are processes which constitute the cognitive process of the empirical level: empirical hypothesis, observation, experiment and explanation, empirical generalization.

Systemic, algorithmic, system-optimization, structural-functional, cybernetic, probabilistic principles and approaches, methods of modeling, formalization, etc. are also general scientific. There is often a “mixing” of methodological principles, approaches and methods by scientists.

The general scientific methodology is based on Darwin’s theory of evolution, theory of control in cybernetics, the concept of the noosphere by P. Teilhard de Chardin and V. Vernadsky, on the theory of systems by L. Bertalanffy and logical-methodological concepts (structuralism, system analysis, logical analysis, etc.), on the principles of organization, formalization and balancing of scientific content. This level of methodology has a general disciplinary character, due to which all common features of scientific activity are generalized.

General scientific methodology is usually a system approach, the main function of which is to reflect the relationship and interdependence of phenomena and processes, to guide researchers and practitioners on the necessity to analyze social phenomena, adaptation and professional training of people as systems that have a certain structure and rules of functioning. Psychological theories of activity (associative-reflective, of gradual formation of mental actions, semantic generalization, etc.) are also included to the general scientific level in relation to pedagogical research.

*Specific scientific methodology* considers a set of theoretical provisions, patterns, methodological approaches, technologies, research principles and procedures used in a particular scientific field. The methodology of a particular specific science contains specific problems of this field, which are related to scientific cognition, and problems and issues that are related to more high level of methodology (philosophical and general scientific). The content of the specific scientific level of the methodology is the analysis of problems related to the specifics of scientific research in each field of scientific knowledge. This specificity is determined by a number of factors: the subject of research of a particular science; methods and ways of constructing explanations [5, p. 22, 23].

Specific scientific level is in the development of concepts, techniques, principles, methods for solving specific problems and tasks of a science (in our case – the pedagogy), which are implemented in solutions, calculation algorithms, experiments.

*Disciplinary level* of methodology is a methodological project that determines the direction of research, patterns of education, development of personality; interpretation of results and their introduction into theory. The disciplinary level includes specific intra-disciplinary methods, methodics and research techniques, which are interpreted as methods used in a particular scientific discipline. We must note that at this level, theories of different levels of methodology are specifically intersected and accumulated.

At the disciplinary level of a scientific research, many different methods and techniques are used, each of which has its own specific meaning, determined by different cognitive situations supposed to solve that or other particular problem. In the same time, the methodology of any particular scientific discipline contains not only the means of special research, such as conditions and rules of the experiment, requirements for data representation and methods of its processing, but also methodological tools and techniques used in related sciences and scientific disciplines, as well as general scientific methodological tools and techniques.

*Interdisciplinary level.* Analysis of the scientific literature shows the interest of researchers in various fields in the phenomenon of interdisciplinarity. This concept, as well as related “polydisciplinarity” and “transdisciplinarity”, each of which has its nuances, are used in different meanings. Interdisciplinarity is seen as a collision, interpenetration, synergy of different disciplines, which involves the development of integrating processes, growing interaction, mutual enrichment of methods, means for obtaining a new scientific knowledge [6, p. 76, 77]. Polydisciplinarity is the joint study of a particular object by different disciplines. Transdisciplinarity is the departure of research beyond disciplinary boundaries, when research schemes are transferred from one field into another.

The interdisciplinary level of methodology includes a group of interdisciplinary methods, among which there are synthetic, integrative techniques that are used at the intersection of scientific disciplines. These approaches consider scientific disciplines (in our study it is, first of all, pedagogical education and art education) in such a perspective that lets to avoid many typical mistakes when concepts, borrowed in one field of knowledge, are uncritically transferred to other ones; when metaphors that are acceptable in the context of some scientific approaches are used in other areas of knowledge as scientific concepts. An important task is a clear understanding of the categorical meaning of some disciplines and the rejection of unjustified extension of these categorical relations to other areas. The study of pedagogical phenomena and patterns with their help allows to obtain a new knowledge. Interdisciplinary tools include cultural, ethnopedagogical, integrative, informational and other approaches.

The effectiveness of the development of all pedagogical science depends on the level of effectiveness of the methodology of pedagogy. Three levels of methodology guarantee the relevance of pedagogical research: the first level is responsible for social values; the second – for effective ways to overcome social problems; the third – for the directions of development of pedagogical science. The fourth and fifth levels provide the technological implementation of the conceptual foundations of the research, based on the first three levels of methodology.

It is known that in education the knowledge approach has long time been dominated, that is in the basis of traditional paradigm, in which the teacher formulates general principles, rules which meet certain standards and orient

students to ready-made knowledge. However, the knowledge approach is currently not effective enough; the urgent need for professional training is its renewal and improvement. The professional training of future teachers in higher institutions of education now requires changes that must take into account the most important trends in education. In particular, the structure, content, forms and methods of professional and pedagogical training of students need to be revised.

The classical paradigm, which combines two opposing tendencies of the modern science – universalization and integration of knowledge, and their scientific and technical specialization has led to originating the problem of reducing the professional competence of future professionals. Renewal of the educational paradigm, according to scientists, should integrate the theoretical foundations and practical results of scientific and pedagogical theories and areas caused by the trends of integration and globalization processes of modern society. Massive informatization of society also leads to the formation not only of a new, informational lifestyle and professional activity, but also paradigmatic changes in the educational process.

Integration trends are clearly expressed in the creation of a single European space in which the activities of national higher education systems operate on the basis of a common strategy, goals and principles of common or similar models of educational and scientific activities, mutually defined quality assurance systems, free student exchange. The strategy of the Bologna Process is clearly formulated by S. Reichert and K. Tauch for three purposes: increasing the employability of graduates; promoting mobility; raising Europe's attractiveness to the rest of the world [12].

The introduction of European norms and standards in education and science, the dissemination of their own cultural and scientific and technical achievements in the world are the main areas of culturally-educational and scientifically-technical integration of educational systems. In order to ensure Ukraine's membership in the European Union, the "Strategy of Ukraine's integration into the European Union" has been approved by decrees of the President of Ukraine, which emphasizes the potential possibilities of Ukraine to achieve significant success in the integration process in secondary and higher education, retraining of staff in culture, art, scientific and technological areas.

Modern higher education focuses on the formation of well-trained professionals, bringing the educational process closer to practical and research professional activities. Without reducing the requirements for the volume and depth of knowledge, skills and abilities of graduates, there is a focus not only on the intellectualization of human activity, but also on its individualization, which is manifested in the further activities and competence of the specialist. To this end, the vocational education should guarantee graduates with the competitiveness of the acquired profession, and professional training of future professionals should be

based on the main provisions of the National Strategy for Education Development in Ukraine, in which the education is declared as a leading resource. This document defines the direction for educating a person of innovative type of thinking through the creation of informational educational space, taking into account pedagogical innovations, individual needs, social and state needs.

The increasing of information flows contributes to the establishment of the information age, but many scientists believe that society is unprepared to perceive and adequately respond to the challenges of modern civilization, and this leads to economical, political, environmental and other problems of humanity. Significant problems are caused by the supportive type of education that prevails in the higher institutions of education, which are unable to provide educational results, do not meet the urgent needs of society.

The situation in education at the beginning of the XXI century indicates the growing relevance of the orientation of national higher education to the European model. In this regard, in 2004 the ideas of the Bologna Process were actively implemented in Ukraine. At the same time, scientists note that thoughtless copying does not lead to positive results due to significant differences in the socio-economic situation, historical and cultural traditions and mentality of the people. Measures accompanied by the Bologna Process in Ukraine include structural changes in the system of higher education and in educational programs on the model of European transformations in the higher institutions of education, but it does not provide the unification of the content of education.

On the basis of international documents, the Ministry of Education and Science of Ukraine has implemented a number of measures related to the conclusion of a new legal framework for the higher institutions of education of Ukraine. Agreed and implemented set of legislative and normative documents in Ukraine was tested and identified the ideology of reforming the entire education sector.

Education reform is a necessary prerequisite for modernization, it is a reorganization of the education sector, aimed at fulfilling new tasks, usually based on the introduction of a new paradigm of education.

Reforming vocational education is a complex societal problem, such as higher education leaders and educators of the high school are unaware of the scale of the current crisis in society and education, which affects on the value attitude to professional activity. In higher education, a number of contradictions have arisen that endanger the realization of the most important right of everyone to have equal and fair access to quality education in accordance with their capabilities. To achieve positive changes in the development of the theory of the educational process, modern pedagogical science needs to go two ways: 1) modernization of traditional models of education, in which learning is already seen as a technological process; 2) an innovative approach that promotes the personal

development of the future specialist, forms his skills and ability to acquire new knowledge, skills and gain professional experience [8].

Modernization of education is conditioned not only by the necessity to find new theoretical concepts for improving the educational process, but also the needs of practice, the challenges that delegate to the education system the latest factors of public life, first of all, globalization and information revolution, democratization and formation of market relations, intensification of social relations and interstate cultural connections. Modernization of higher education in Ukraine requires changes in the system of legislative regulation of higher education taking into account the requirements of the European system of standards and certification, which will promote the development of national cultural values, democracy and humanism as the main factors in the functioning of civil society.

Translated from French, the term "moderne" means "latest", "modern", "contemporary". In this sense, according to A. Boyko, a modernization can rightly be considered as a process of "contemporarization" of education in accordance with those requirements that are shaped by the real life process. [1, p. 5]. Modernization of education – it is a complex, comprehensive renewal of all parts of the educational system and all spheres of educational activity in accordance with the requirements of modern life, while preserving and increasing the best traditions of national education. It is a complex process of switching society from a traditionalist to a rationalist worldview, which has economic, social, political and spiritual dimensions, and its components are changes in all directions.

Awareness of the importance of modernization in the IHEs has led to the appearance of numerous psychological and pedagogical researches. Conceptual principles of modernization of education were revealed in researches of A. Boyko, Ya. Bolyubash, O. Vyshnevskyy, V. Kovalchuk, A. Lytvyn, K. Levkivskyy et al. Philosophers of education, educators and psychologists have devoted their works to the problem of professional training of teachers in modern conditions were O. Abdulina, A. Aleksyuk, O. Ionova, O. Kulchytska, L. Mitina, V. Molyako et al. Issues of professionalism, competence of teachers were investigated by H. Ball, O. Bondarevska, N. Huziy, I. Zyzyun, A. Markova et al. Theoretical bases of formation of pedagogical skill of the teacher of high school are developed in works of Sh. Amonashvili, O. Zakharenko, I. Zazyun, A. Zhuravlova, V. Kazmirenko et al. Developing a system of active forms of learning in the process of teaching pedagogical disciplines are represented in the papers of S. Horban, N. Divinska, B. Kobzar, B. Korolyov, I. Prokopenko.

Most scientists are convinced that the modernization of higher education will provide a radical renewal of education, through the introduction of innovative forms, methods and technologies. After all, the modernization of Ukrainian education – it is a social problem that has intensified in connection with the transition to a new type of civilization, changes in the social dividing of labor, the



predominance of spiritual needs over material, it is a systemic qualitative change that includes innovation, informatization, new technologies, new principles of educational process organization, new relationships in the educational environment, etc.

Modern universities face with many challenges and must adopt the reforms necessary for their full participation in global competition in education, research and innovations. These reforms concern the mobility of IHE, the acceptance of their qualifications, autonomy, skills, funding, technical excellence and partnership. A necessary condition for the modernization of IHEs is their independence and responsibility. IHE should implement new management rules based on strategic priorities and professional human resource management; develop new programs and training courses for students, conduct professional retraining to master additional educational programs; to develop and form new ethical norms of behavior, to strengthen the awareness of personal responsibility for the next generations; to form innovative thinking in young people; to develop skills of masterful use of ICT that will provide updating of didactics, a technique, and also all complex of psychological and pedagogical training of future teachers; complete the transition of education to the information stage with a developed democratic system; to form a new, informative lifestyle and professional activity; to increase the professional significance of the teacher in reforming the education system.

G. Dryden and J. Vos in the book “Revolution in Learning” noted “If we had the opportunity to decide (and still have), we would focus all our efforts on teacher training. It is not enough to just read about new techniques, you need to be trained, as it is done by actors or poets, and then spread the experience to others” [3, p. 451].

In order to achieve positive results, the modernization of education must go through several stages: it is necessary to create legislative and organizational-economic mechanisms in order to fully implement the process of modernization; to overcome the consequences of the system-wide socio-economic crisis, which may put the education sector on the brink of survival; ensuring equal access to quality education; creation of a new model of economic activity of universities, which will be based on the joint participation of the state, business circles and citizens; reforming the higher education system in accordance with the requirements of the Bologna Declaration; expanding the autonomy of universities; development of draft laws of Ukraine, normative-legal documents and instructive-methodical materials on the activity of higher school and other program documents; integration of educational institutions of different levels of accreditation, as well as sectoral education into the national system of higher education; to train a constructive thinking in students and develop their creative potential in the context of globalization and informatization of society. One of the important factors in the

implementation of this task is the fundamentalization of education, associated with both the information context of education and the development of skills and abilities independently by both teacher and student to find and make responsible decisions in critical and stressful situations, in conditions of uncertainty when they face with new complex natural and social phenomena.

In modern conditions, IHE must ensure a clear balance between teaching and research within its main area, because the research work of teachers and students is extremely important for learning. Higher education institutions must define the goals of education and development in accordance with the study plans and programs, find a way to implement them and evaluate their effectiveness. The level of teaching and learning can be increased through the processes of cooperation between teachers, students and administration, internal and external control over the quality of education.

It should be noted that due to the analysis of scientific sources and the study of teaching practice in higher education, we have identified the most significant shortcomings in the training of future teachers of art field in IHE: a) inconsistency of the content of the training course “Methodics of teaching professional and artistic disciplines”, the quality of development of methodological science at the present stage; b) abstractness of students’ educational activity; c) dominance of reproductive learning, the use of traditional forms of organization of the educational process; d) detachment of theoretical knowledge from the latest practice; e) reduction of classroom teaching hours, which are devoted to the study of methodical disciplines; f) subject-content orientation of the system of methodical training without sufficient consideration of the ideas of developmental and personality-oriented learning; g) processes of attention, perception, memory take the first place in learning, although creative thinking and social activity of students play no less important role; h) the content of students’ educational activities is directed more to the past pedagogical experience, and there is no focus on the future content of professional activities; i) passive position of students in class.

We agree that higher education in Ukraine is currently in critical situation. One of the manifestations of the crisis of education is its lag behind science; instability and limited funding of educational institutions, the decline of the material base, there is a gap between education and spirituality, culture. Modern attempts to revive the cultural functions of education through its humanization are still ineffective. It is necessary to change the goals and functions of education: to move from a knowledge-centric to a culture-centric educational system. Such training is characterized by a high level of organization, is orderly, united by various connections and relationships. The educational system requires the spread of humanization processes, which should result in education that creates conditions

for the development of a free creative personality with a high level of knowledge and spirituality.

Reforms that are actively implemented in education and carry the ideas of humanization and human-centeredness lead to changes in the field of higher pedagogical education in Ukraine. Today the problem of creating a new theoretical and methodological fund is becoming relevant, based on competence, acmeological, contextual, personality-oriented, phenomenological, humanistic, systemic, axiological, culturological, creative approaches, each of which is significant in the new humanistic paradigm, which is being actively developed in the modern philosophy of education.

The modern humanistic paradigm of education is based on a set of methodological approaches to learning, the principles of democratization, humanization, humanitarization, integrity, technology, differentiation of learning, etc. Education as a social institution is designed to help people create their individual image, find their place in the natural, social, spiritual world. It is based on the following ideas: the subject of the pedagogical process – free and spiritual personality, which is characterized by the need for self-development and self-improvement; goals, content, forms, methods of humanistic education are focused on the personality, who is learning, the harmonization of its development; freedom as a set of conditions contributes to the harmonious development and identification of the full potential of the individual.

The training of teachers of professional and artistic disciplines aims to form a system of knowledge, skills, abilities that contribute to the development of personal qualities and the requirements of future professional activity, develop the personality of the specialist and involve him in the system of humanistic, common human values, which unite the values of culture, spiritual activity, evaluations, moral consciousness. Every person needs self-worth and self-regulation, which arises in the process of spiritual-practical and creative-transforming activity.

**Conclusion.** Therefore, the main task of higher education in the research area is the introduction of standards, recommendations that will help to improve professional competencies, which guarantee the sustainable development of the higher education system; development, improvement and implementation of professional standards to improve the level and quality of vocational education and training; rethinking the content and structure of scientific and methodological support of IHE, introduction of multilevelty of educational and development process, use of the newest forms, methods and technologies of professional training. In accordance with the modern paradigm of education, the modernization of the system of training of a modern teacher is needed: formation of a new worldview of future teachers; formation of methodological culture of students; formation of fundamental professional and moral qualities of a teacher in higher

education institutions; the educational process should be aimed as much as possible at the formation in IHE of self-sufficient personality, adapted to the present.

At the methodological level, the professional training of teachers of professional and artistic disciplines requires innovative changes in education, which are caused by the paradigm crisis and the beginning of the formation of a new educational formation. Thus, taking into account the modern paradigm, the modernization of vocational-pedagogical education requires consideration of the theoretical foundations of vocational-pedagogical training of teachers at different levels.

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Стаття: надійшла до редколегії 20.05.2023

доопрацьована 01.06.2023

прийнята до друку 05.06.2023

## МОДЕРНІЗАЦІЯ ВИЩОЇ ПРОФЕСІЙНО-ПЕДАГОГІЧНОЇ ОСВІТИ УКРАЇНИ ТА СУЧАСНА ПАРАДИГМА ОСВІТИ

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Важливою умовою динамічного розвитку суспільства є модернізація системи вищої освіти, яка є основою для забезпечення високого темпу науково-технічного, економічного, соціального, культурного прогресу. У цій статті розглянуто зміни, які

впроваджують у вищій школі, спрямовані на її перетворення у важливий ресурс особистого та суспільного розвитку, який забезпечить нашу країну високопрофесійними конкурентоспроможними фахівцями з метою розбудови міцної демократичної держави.

Актуальність нашої теми зумовлена: необхідністю теоретико-методологічного обґрунтування заходів щодо оновлення та підвищення ефективності системи підготовки викладачів професійно-художніх дисциплін і розгляду цієї проблеми з урахуванням сучасної методології професійної освіти; завданнями створення та використання методики підготовки викладачів професійно-художніх дисциплін і науково-методичного забезпечення, яке за структурою, змістом, методами, технологіями відповідало б положенням Галузевої концепції розвитку неперервної педагогічної освіти, чинним стандартам вищої освіти, затвердженим освітнім програмам, передбачало реалізацію дидактичних принципів, сприяло модернізації та оптимізації підготовки майбутніх викладачів; вимогами розроблення, наукової підтримки і впровадження в освітній процес підготовки викладачів професійно-художніх дисциплін інноваційних технологій у поєднанні із сучасними педагогічними підходами і методичними положеннями, що дасть можливість інтенсифікувати розвиток інтелектуального потенціалу студентів, сформувати вміння самостійного розв'язання педагогічних ситуацій, креативної художньо-педагогічної та професійно-творчої діяльності.

Отже, чимало невирішених суперечностей і недостатня розробленість теоретичних і практичних аспектів художньо-педагогічної освіти визначили вибір нашої теми.

*Ключові слова:* професійно-художня підготовка, викладачі, заклади вищої освіти, методологія, фахівець.