

3 (17) September, 2022

ISSN 2641-9823

GLOBAL ACADEMICS

International Journal of Advance Researches

Quarterly Issue # 3 (17):

*New Social Technologies in the Service of
Modern Civilization*

www.i-journal.org

GLOBAL ACADEMICS

International Journal of Advance Researches

*The Journal has been added to the Library of Congress electronic resource database.
Control No.: 2019201864.*

Editor and Publisher:

World War III Prevention Project, Corp.

Editorial Board:

Igor Gorky

Chief Editor, Doctor of Political Science,
Vice-President, World War III Prevention Project, Corp.

Yuriy Safonov

Doctor and Professor of Economics, Deputy Director of the Institute for the Modernization of the Content of Education, Kyiv Ukraine

Yevgen Maslennikov

Doctor and Professor of Economic Sciences, Department of Economics and Management, Odesa I.I.Mechnikov National University, Odessa Ukraine

Tetyana Semigina

Doctor and Professor of Political Science, Vice-Rector for Research, Academy of Labor, Social Relations and Tourism, Kyiv Ukraine

Ihor Vdovychyn

PhD in Political Science, Professor - Head of the Department of Theory of State and Law, Lviv University of Trade and Economics, Lviv Ukraine

Viktoriiia Borshch

Doctor and Professor of Economics, Vice-Rector, Odesa National Medical University, Odesa, Ukraine

Yurii Zavalevskyi

Doctor and Professor of Pedagogical Science, First Deputy Director of the Institute for the Modernization of the Content of Education, Kyiv Ukraine

Executive Editor:

Maksim Gorkii

Authors:

Berezhna T., Bessarab N., Gorky I., Gutkevych S.O., Haba M.I., Holovchenko O., Korniienko I.A., Safonov Yu.

Civilization develops thanks to technology. Conventionally, technologies can be divided into industrial and social. How is the world of modern social technologies developing? This Issue examines some aspects and directions of development of social technologies.

Contents

Gorky I. <i>Crises of Social Technologies and Prospects of Civilization.</i>	4
Holovchenko O., Safonov Yu. <i>Determinants of the State's Institutional Regulation of the Open Economy in the Transformational Conditions of Modernity.</i>	11
Bessarab N. <i>Polycultural Educational Environment in The New Ukrainian School.</i>	21
Berezhna T. <i>Components of Readiness of Teachers to Health-Preserving Activity in Educational Institution.</i>	30
Gutkevych S.O., Haba M.I., Korniienko I.A. <i>Rural green tourism is a priority tourist destination.</i>	40

CRISES OF SOCIAL TECHNOLOGIES AND PROSPECTS OF CIVILIZATION

Igor Gorky

Doctor of Political Science,

Project Developer,

World War III Prevention Project, Corp.,

Jacksonville, Florida, U.S.A.

Abstract

Modern civilization is clearly experiencing a growing crisis of the social technologies and social algorithms it uses. In this regard, it is necessary to develop, create and implement new generation social technologies that can radically change the modern social paradigm towards socially harmonious relations. To do this, first of all, it is necessary to modernize the following social spheres:

- Mechanism for adoption and execution of public decisions;
- System of property relations;
- System of economic relations;
- Public finance system
- System of monetary circulation.

Keywords: industrial and social technologies, social parasitism, sovereignty of the individual, solidary civil property, socially harmonious society, parasitic redistribution.

We see that despite the stunning development of industrial technologies, such as the Internet, artificial intelligence, the production of robots, nanotechnologies, the cultivation of artificial organs, and so on, the problem of poverty and the increasing stratification of global society, social segregation, social conflicts leading to the development of civil, regional and global conflicts, including wars with the use of more and more advanced means of destruction of people

and wealth, are only getting worse. If we extrapolate this trend, then it will be easy in the near future to find that buffering point, at the stage of passage through which modern civilization will perish as a result of a global or simultaneous multitude of regional conflicts as a result of the use of more and more technological means of mutual destruction, which will lead to universal mutual destruction.

“Many problems, ranging from international terrorism to the fallout from the Global Financial Crisis, stalk out our world. Will these issues help or hinder international cooperation. On the surface these social progresses look hard to stop, but hard times can lead to extremism. Previous attempts to create a global market led to the erosion of social security and the outbreak of World War I. Subsequent protectionism led to fascism and Nazism, resulting in World War II. Inequalities and instability need to be countered to prevent a repeat of history – a Global New Deal is needed.” [1]

And the only alternative to such development is the change of the modern global social paradigm to one that will radically solve the problem of conflict inherent in the algorithm of the modern social system.

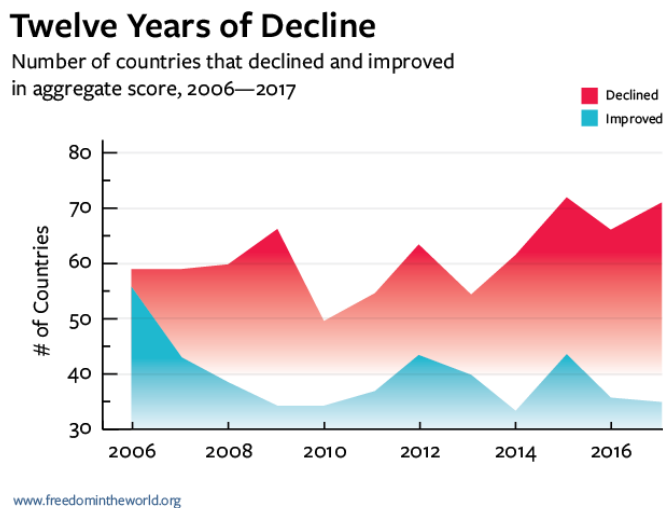
My vision of the problem is as follows:

The modern technological world can be conditionally divided into two types of technologies - industrial and social technologies. And if industrial technologies throughout the history of civilization developed to a large extent as a product of the private businesses, then social technologies turned out to be monopolized by power structures and, in fact, could develop only within the framework of the public administration system. The speed of development of social technologies turned out to be largely retarded by political monopoly and conservatism, which led to their asymmetrical development and backwardness from industrial technologies.

In order to see this with complete clarity, it is necessary to trace the entire evolution of political development. Its beginning can be conditionally designated the formation of state systems within the framework of slave-owning societies and their further evolution towards the expansion of rights and freedoms up to the development of modern democratic systems based on a democratic electoral system and the rule of law within the framework of the separation of powers. Thus, the principle of separation of powers is the most modern social technology of the modern world. This principle, in its version closest to the modern one, was announced by the

French enlightener Charles-Louis de Montesquieu in his treatise on political philosophy "On the Spirit of Laws" [2], published in Geneva in 1748. On July 2, 1698, the English scientist Thomas Savery patented the first steam engine. Thus, the most modern socio-political systems are the same age as the steam engine, which no one has been using for a long time. And if we consider that developed democracy in the modern world covers only 6.4% of the world's population according to the Democracy Index (The Economist Intelligence Unit 2021 Democracy Index Map) as of 2021 [3], then we can find that the vast majority of modern social technologies are not yet reached the stage of creating a steam engine, when compared with the development of industrial technology. "Democracy is in crisis. The values it embodies—particularly the right to choose leaders in free and fair elections, freedom of the press, and the rule of law—are under assault and in retreat globally." [4]

Table 1: Democracy in Crisis



Thus, industrial technologies in the modern world develop in an environment that is absolutely archaic for them, asymmetrically to this environment, forming all those contradictions and antagonisms that have created a socially ugly image of modern civilization. That is why the intellectual potential in the modern world is often used to create more and more sophisticated methods of destruction, murder and socio-political persecution instead of solving the problems of environmental security, providing the population with a living wage and developing healthcare.

And an adequate response to such social ugliness can only be the creation of a new generation of social technologies, the combined use of which will make it possible to level the internal conflicts of social systems, ensure their harmonious development and radically modernize the

socio-political paradigm of the modern world! “Democracy is not the final stop on our civic journey. Technology can push us further.” [5]

We can single out the following fundamental problems of the modern world, which have turned it into the social ugliness in which we are forced to live:

1. The modern world operates in a system of state power, in which only a part of the population that has this power determines the social order and the distribution of public goods and resources in their favor. This circumstance generates social parasitism and antagonistic conflict between the beneficiaries of social parasitism and its victims. This pathology is quite evident in non-democratic countries, where public order is established by a minority of the population, and less evident in democracies, where public order is established by a formal majority of the population. At the same time, even if we accept that democracies are based on the will of the majority, this fact does not solve the problem of social antagonism and internal conflict in society, since even a formally democratic concept legitimizes the right of a formal majority to act against a formal minority. The only way to solve this problem is to establish a social order that does not allow one part of society to act against another, which is possible only in a social system based on the recognition of the sovereignty of the individual.

2. The economic system of the modern world is based on private and state property. State property is declared as public property, but in fact it is the property of only that part of society that currently controls state power, that is, it is the private property of the state or the social groups that control it. In addition, it is declared that private property arises as a result of labor and economic activity, but in fact private property extends to natural resources that are part of nature and, at the same time, human habitat. As a result, society is divided into the haves, who control all life resources, and the have-nots, who are deprived of life resources and habitat, since the life resources and habitat of some are in the private property of others. This leads to the complete resource dependence of some on others and their economic suppression, coercion and parasitic exploitation, which inevitably generates antagonism and social conflict. A logical solution to the problem of economic monopoly and suppression is the extension of the right of private ownership only to the products of labor and economic activity and the introduction of the institution of solidary civil ownership of natural resources and the natural habitat, which is an equal share of ownership of these resources by all citizens belonging to this habitat. Income from

solidary civil property, in this case, is designed to provide a living wage for the population, protecting it from economic enslavement and parasitic exploitation.

3. Economic activity in the modern world is organized within the framework of commercial and labor relations. And if commercial relations are largely regulated by the market, then labor relations are regulated by the monopoly dependence of the employee on the employer. If an employee is a subject of state power, then he is able to set his wages significantly higher than his income would be determined by market relations. If the employee is poor and is in monopoly dependence on the employer, then his income is significantly underestimated, rather than his income would be determined by market relations. If there is no shortage of specific occupations in the market, the cost of labor tends to pay for resources for simple physiological survival. That is why the governments always regulate the minimum wage and minimum social guarantees in order to guarantee the survival of employees. In fact, the payment of wages to an indigent wage worker is a survival benefit and a tradition that was laid down during slavery, when a slave was fed only so that he could work for the slave owner. Thus, labor relations are a social atavism of slavery supporting the parasitism of the elites and they have no place in a socially harmonious society.

4. Public finances are organized in modern society through the institution of taxes and fees. Formally, they are intended for the implementation of social security of low-income citizens. In fact, taxes and fees are used to redistribute public resources in accordance with the goals and interests of those who control state power. They violate the rights of private property, as they withdraw part of the resources created by the producers, and are a way of parasitic redistribution in favor of the ruling elite. In this regard, taxes and fees also have no place in a socially harmonious society, and the function of social security should be performed by dividends of citizens from the use of solidary civil property in commercial turnover.

5. Money has become another instrument of parasitic redistribution. Their uncontrolled emission leads to inflation, economic disproportions, economic and political crises, civil, regional and global conflicts and wars. Under the conditions of the state's monopoly on uncontrolled money emission, money ceased to effectively perform the function of a measure of value in regulating commodity exchange. Under these conditions, a new type of money is needed, the emission of which would be tied to the average social energy intensity of goods and services

produced and in circulation, and the recipients of the additionally issued amount of money should be the producers of goods in the amount of money equal to the newly added value, produced in these goods. Such money emission will prevent monetary and emission parasitism and will ensure balance of amount of goods and money in circulation and harmonious economic development of society.

The problem of the conflict-crisis development of modern civilization is aggravated and will lead to a civilizational collapse if it is not resolved in a timely manner. The imbalance in the development of social and industrial technologies has led to the fact that industrial technologies that have gone far ahead serve archaic socio-political tasks generated by outdated social technologies.

Thus, for example, it can be found that the historical path of development from slavery to democracy occurred as a result of the empowerment of the rights and freedoms of the slave in order to better motivate his labor initiative, and the replacement of brute labor coercion with the soft force of compulsion to work led to such an evolution. The process of robotization of labor processes and the displacement of the employee by robots makes labor motivation meaningless through the expansion of rights and freedoms and will once become the reverse starting point for restricting the rights and freedoms of employees up to the creation of a system of robotic slavery. The development of robotic slavery will automatically aggravate social conflicts, lay the foundation for ever more bloody wars with the use of ever more sophisticated weapons and murder systems, the critical point of which could be the death of the entire civilization. In this regard, it is necessary to develop new social algorithms and technologies that, in the end, would lead to the incubation and development of global social paradigm of a new generation.

Charles-Louis de Montesquieu in his treatise on political philosophy "*On the Spirit of Laws*", published in Geneva in 1748. On July 2, 1698.

References

1. Steger M. (2013) *Globalization: A Very Short Introduction (3rd edition)*, p. 131. Oxford, United Kingdom: Oxford University Press.

2. Baron de Montesquieu, Charles-Louis de Secondat. (1977) David Wallace Carrithers (ed.). *The Spirit of the Laws: A Compendium of the First English Edition*. Berkeley, CA: University of California Press.

3. (2021) *The Economist Intelligence Unit 2021 Democracy Index Map*. Retrieved from: <https://www.eiu.com/n/democracy-index-2021-less-than-half-the-world-lives-in-a-democracy/>

4. (2018) *Freedom in the World 2018*. Retrieved from: <https://freedomhouse.org/report/freedom-world/2018/democracy-crisis>

5. Papacharissi Z. (2021) *After Democracy: Imagining Our Political Future*, p. X. New Heaven, CT: Yale University Press.

**DETERMINANTS OF THE STATE'S INSTITUTIONAL REGULATION OF THE
OPEN ECONOMY IN THE TRANSFORMATIONAL CONDITIONS OF MODERNITY**

Oksana Holovchenko

Chief specialist of the foreign courts,
Department of international disputes,
Ministry of Justice of Ukraine,
Candidate of Economic Sciences,
Kyiv, Ukraine

Safonov Yuriy

Doctor of Economic Sciences,
Deputy Director,
Scientific Institute of
Education Content Modernization,
Professor,
Kyiv, Ukraine

Abstract

Under the influence of globalization processes, the economic space in the national environment is significantly expanding, and the tasks of maintaining it and institutional regulation are constantly becoming more complex. In the international macroeconomic environment, there are no modern effective measures for institutional regulation of economic and social processes that are beyond the national framework for most global actors. These factors are due to the complexity of modern transformation processes and the lack of sufficient experience in their regulation.

Keywords: globalization, institutional regulation, modern transformation.

The modern system of economic and social relations in the international environment is based on the ideas of market fundamentalism, where a free market competitive environment has advantages. Globalization is focused on market relations, which provide regulatory functions, and globalization processes contribute to the reduction of the effectiveness of the national regulator of economic and social relations in the macro environment.

Globalization reflects the process of dialectical interaction of national and global social processes, where there is a gradual limitation of national peculiarities of social relations (and corresponding human qualities) and their subordination to the system of global relations, as well as the laws and patterns of such interaction, the integrity of which is ensured by national segmental structures.

In today's unstable, permanent environment, the role of nation-states, according to supporters of the liberal approach to globalization, should gradually diminish. Most international actors should abandon national sovereignty and introduce limited sovereignty.

Japanese researcher in the field of economics and management Kenichi Ohma insisted in his writings that most national governments are outdated and are relics of past periods. Kenichi Ohma insisted that "traditional nation-states have become unnatural, even business-unfeasible, units in the global economy"... and "the old-world picture... has become nothing more than an illusion". "The nation-state is becoming an obsolete element, as it is no longer the optimal unit for organizing economic activity in the macroeconomic environment". [5, p. 201]

According to the scientist, modern nation-states are local units of power in the international global system, in which monetary markets and transnational business structures play a decisive role.

Kenichi Ohma insisted that traditional states are being replaced by so-called "regional states", "natural economic zones", "naturalness" and scale that are being formed in accordance with the needs of the global international economy. In today's borderless international macroeconomic environment, the scholar noted that the "invisible hand" has a range and power that Adam Smith could only dream of." At the same time, he adds that "the nation-state and the 'invisible hand' can coexist in parallel and simultaneously only if the former can control and regulate the latter," but in modern conditions this is not the case." [5, pp. 201-204]

The economic and social policies of industrialized countries were usually shaped by the development of macroeconomic theories. In our opinion, the evolution of macroeconomic theory should be carried out not from the point of view of the emergence and development of various theoretical trends, but from the point of view of a separate study of the theoretical basis and a set of certain issues that directly affect the institutional regulation of the national macroeconomic environment.

Despite the tendency for theoretical synthesis, there are serious disagreements in modern scientific research about the impact of economic theory on the practice of institutional regulation of the macroeconomic environment.

Neoliberalism has a significant impact on globalization processes in the international macroeconomic environment, where the role of individual transnational entities in regulating not only global economic processes but also processes at the level of a particular national macroeconomic environment is growing. To this end, global transnational business entities need to set the following priorities:

- To ensure and support qualitative changes in the global market of goods, works and services;
- To significantly reduce the dependence of global transnational business entities on state institutions through strategic determination of the tax burden and strategic priorities of their socio-economic responsibility in the international environment;
- Development and implementation of a modern system of influence on potentially weak partners in the field of trade, services, finance, technology, etc.;
- Overcoming national, religious, military, political, historical, cultural, humanitarian and other contradictions through a radical reform of the current system of international relations in all segments;
- Creation of effective socio-economic mechanisms, the application of which will allow to rationally address the issues of interaction of global transnational business entities with state and regional institutions, international and national society and other stakeholders;
- Spreading international integration cooperation and division of labor with the gradual construction of international economic chains;
- Formation of non-current and current reserves in all market sectors capable of artificially

moving the market boundaries of global transnational business entities depending on its conditions, consumer purchasing power, political and socio-economic situation in the relevant geographic segment or global macroeconomic space.

- Ensure interaction between national and global socio-economic processes, which will significantly affect their efficiency.

Some supporters of the neoclassical trend have noted in their studies that "the sad truth is that macroeconomic research has had only a weak impact on the practical analysis of monetary and fiscal policy". [3]

There is another, opposite point of view: "In recent decades, many countries have adopted various changes in economic policy that are in line with what macroeconomic theory has suggested over the past thirty years. The influence of macroeconomic theory on the practice of state institutional regulation includes: increasing the independence of national banks; recognition of inflationary parameters as targeting goals; increasing the use of consumption and labor taxes instead of capital taxes; increased attention to the costs of economic policy, which disturbs the state of labor markets in the macroeconomic environment". [4]

Under the influence of the development of the neoclassical trend, the attitude to state institutional intervention in the processes of market economy functioning is changing. It should also be noted that general changes in the global economy and the increasing efficiency of market mechanisms necessitate a reassessment of the possibilities and necessity of state institutional intervention in the macroeconomic environment using modern tools.

The process of internationalization of certain areas of the macroeconomic environment makes it possible to systematically improve the efficiency of economic processes, ensure the growth of high-tech activities, and facilitate the introduction of innovative aspects into the system of state institutional regulation.

Globalization shifts at the turn of the twentieth and twenty-first centuries have drawn the international macroeconomic environment into a whirlwind of irreversible fundamental transformations and changes. Globalization strongly undermines the foundations of national sovereignty in the international environment, and the general vector of society's development in the world space is tilting towards the unification of socio-economic forms of the internal structure

of the national macro-environment.

The convergence of national components in the international macroeconomic environment intensifies and develops the interaction of actors from the local to the global scale. Therefore, interconnected branched transnational systemic business relationships and economic relations emerge, through which various actors independently enter the global macroeconomic space, forming new socio-economic communities, information, and communication channels, etc. Globalization processes lead to the loss of the status of a single entity integrating and representing the interests of large communities in the international macroeconomic environment, which in turn dramatically expands the locus of management activities, shifting the emphasis from the national to the supranational or subnational levels of regulation.

Thus, a significant direction of global shifts is the change in power systems, models and mechanisms that ensure the formation of modern adequate organizational and functional structures of state institutional regulation, for which no stable and dominant definitions have yet been found.

The regulation of processes in the macroeconomic environment in conditions of permanent turbulence and under the influence of significant risks has actualized the task of a comprehensive study of the highly complex, turbulent, multilateral and multilevel interdependencies of globalization and state institutional regulation. Therefore, understanding the dynamics of their relationship and interaction is of particular importance for deepening the understanding of current trends in the development of mechanisms and models of state institutional regulation and the theoretical and methodological justification for reforms of institutional intervention in the national environment.

This is especially true for short-term permanent intervention, the need for which is completely denied by neoclassical scholars and whose role has significantly decreased among scholars who support Keynesian theory. Unfortunately, in today's conditions, we have such disagreements on the problem of state institutional regulation in the macroeconomic environment, but at the same time, there are specific contradictions regarding the priorities and mechanisms for using the main instruments of macroeconomic policy: fiscal and monetary.

It is important to note that the disagreement over the greatest importance of fiscal or monetary policy for the strategic development of the national macroeconomic environment has been almost

completely resolved. In contrast to the orthodox Keynesian school, which considers fiscal policy to be important and a priority, in the current realities of the national macroeconomic environment, priority should be given to monetary instruments.

This trend is due to changes in external conditions, increased openness of the national macroeconomic environment, and the development of globalization shifts in economic activity. It should also be noted that the existence of objective reasons has reduced the ability to maneuver the respective budgets and, as a result, the use of budget policy as an instrument of state institutional regulation of the country's macroeconomic environment.

Key aspects of budget constraints:

- Reduction of budget deficits;
- Reducing the growth rate of budget expenditures;
- Reducing the tax burden in the national macroeconomic environment;
- Reducing the amount of budgetary debt.

The budget deficit shows the excess of budget expenditures over its revenues and is an indicator that indicates negative phenomena and processes in the national macroeconomic environment and affects the inflationary component of the country's currency.

The main causes of the budget deficit include:

- Socio-economic policy of the government, which is carrying out significant structural changes and transformations in the country's macroeconomic environment;
- Negative, destructive consequences of unforeseen events related to the aggressive behavior of the country's external environment;
- Unpredictable appreciation of the national currency, which has a positive effect in the short term, but creates a number of long-term macroeconomic imbalances, which in turn reduces the competitiveness of national exporters and stimulates the increase in imports of goods, affects the failure to fulfill the plan for tax payments and leads to an increase in the budget deficit;
- Decline in the performance of the country's economic complex;
- Other phenomena and factors affecting the socio-economic situation in the country's macroeconomic environment.

The existence of a budget deficit is generally a negative phenomenon, but it does not indicate

that the budget is unbalanced, since sources of deficit financing are identified in the process of its preparation and approval. This is a complex economic phenomenon that reflects various aspects of socio-economic development in the national environment and confirms the effectiveness of the economic policy of state institutions. [1]

The priority of instrumental support for the state institutional regulation of the country's macroeconomic environment is also determined by the choice of the exchange rate regime. In his works, the famous Canadian economist Robert Alexander Mandel proposed a model that reflects the dependence of monetary and fiscal policies on changes in the exchange rate regime. He also emphasized that international financial flows can affect the ability of national government institutions to manage their macroeconomic environment by adjusting interest rates and fiscal policy.

The international monetary system that regulated national exchange rates was established at the signing of the Bretton Woods Agreement, which stabilized national exchange rates, and gold and the US dollar began to be used as an instrument of international payments and foreign exchange reserves. It allowed the international macroeconomic environment to adhere to an agreed monetary order designed to regulate financial and economic relations between independent international entities. The main aspect of the Bretton Woods Agreement is the national institutional support of the exchange rate within ($\pm 1\%$) and its pegging to monetary gold, which allowed overcoming temporary imbalances in payments after the Second World War.

A fixed-budget exchange rate regime increases the effectiveness of fiscal policy and reduces the role of monetary instruments. With flexible exchange rates and liberalization of financial and credit flows, monetary instruments take precedence, while fiscal policy takes a secondary position.

Thus, while Keynesianism used to prioritize fiscal instruments, in today's transformational environment, the priority component of state institutional regulation is monetary policy, which is provided and implemented by the national bank of the country.

The priority objectives of the current monetary policy in the country are:

- Ensuring price stability in the national macroeconomic environment by applying the monetary regime of inflation targeting;

- Promoting financial and economic stability in the national macroeconomic environment;
- Ensuring sustainable financial and economic growth in the national macroeconomic environment;
- Supporting the financial and economic policy of the Cabinet of Ministers of Ukraine.

The polycentrism in the international financial and economic system of the twentieth and twenty-first centuries came into conflict with the monocentric in international currency relations based on the monopoly position of the US dollar, which in turn influenced the creation of a global, sufficiently effective international monetary system that uses international means of payment - Special Drawing Rights (SDRs) and ensured the transition to floating exchange rates and the replacement of currency parity with the "SDR currency basket".

Under the auspices of the International Monetary Fund, the first special drawing rights were issued in 1970, and their value was determined by the weighted average market rate of the "SDR currency basket" of the world's sixteen leading currencies.

Special Drawing Rights are an integrated financial instrument of the International Monetary Fund that has reserve and payment features. Special Drawing Rights are issued only in non-cash form in the form of entries on accounts opened with banking institutions.

The main purpose of the Special Drawing Rights was to overcome the Triffin paradox within the Breton Woods monetary system - the contradiction between the global nature of use and the national nature of currency units. A country participating in this system needed official reserves - government or central bank investments in the form of gold and commonly accepted foreign currencies that could be used to bring a pure currency to the international currency market to maintain its exchange rate. [2]

In the current realities of the international monetary system, Special Drawing Rights have a rather limited scope of use and are a reserve asset with a functional feature of the settlement unit of the International Monetary Fund and other international financial institutions.

Thus, Special Drawing Rights are a modern tool that ensures international currency settlements in the global macroeconomic environment and supports monetary relations between countries.

Considering the macroeconomic context, the NBU's monetary policy should support

sustainable economic growth in the country and provide innovation and investment support to a diverse conglomerate in the national environment.

In 2018-2019, the national economy will gradually increase and will approach the priority growth rate of 5-7%, which will ensure the country's sustainable development and the improvement of social standards of living in society, and a modern and adequate monetary policy should contribute to this.

Innovation, investment, and growth potential in the national macroeconomic environment should increase significantly if the necessary transformational changes are made, including improving the quality of regulatory institutions, digitalizing regulatory and governance processes, enhancing the protection of private and intellectual property rights, reducing corruption, improving the efficiency of the financial sector, which will facilitate the development of entrepreneurial activity in the country, etc.

References

1. Amosha O. I. (2005) Innovatsiyni shliakh rozvytku promyslovosti Ukrainy: problemy ta rishennia [Determinants of the state's institutional regulation of the open economy in the transformative conditions of modern times]. *Economist*, 6, pp. 28-33 [in Ukrainian]
2. Barna M. Yu. (2011) Metody doslidzhennia ekonomichnykh yavlyshch i protsesiv [Methods of research of economic phenomena and processes]. *Computer modeling and information technologies in science, economy and education: coll. of science works VIII All-Ukrainian science and practice conf.*, p. 113-115. Cherkasy, Ukraine: O. Yu. Vovchok Publisher. [in Ukrainian]
3. Chari V.V., Kehoe P. (2006) Modern Macroeconomics in Practice: How Theory Is Shaping Policy. *Journal of Economic Perspectives*. V. 20. No. 4.
4. Mankiw N.G. (2006) The Macroeconomist as Scientist and Engineer. *Journal of Economic Perspectives*. V. 20, No. 4.
5. Ohmae K. (1995) Putting Global Logic First. *Harvard Business Review*, 73(1), p. 119.

6. Safonov Y., Abramova A., Kotelevets D., Lozychenko O., Popov O., Almazrouei S.Z.H.K. (2022). Analysis of regulatory policy in the context of sustainable development of eastern European countries. *International Journal of Sustainable Development and Planning*, Vol. 17, No. 7, pp. 2189-2197.

**POLYCULTURAL EDUCATIONAL ENVIRONMENT
IN THE NEW UKRAINIAN SCHOOL**

Nataliia Bessarab

Institute of Education Content Modernization, State Scientific Institution

Kyiv, Ukraine

Abstract

The article examines the process of the introduction of the multicultural aspect of education into the educational sector of Ukraine. The main legislative documents are highlighted, the purpose of which is to ensure equal conditions for the education of children in a multicultural environment in the New Ukrainian School. Effective learning tools that contribute to the multicultural education of students have been identified.

Keywords: multicultural educational environment, New Ukrainian School, integration focus, multicultural competence, language proficiency levels.

Formulation of the problem. Ukraine is an independent sovereign state with a rich heritage and ancient history. The declaration of autonomy and independence of Ukraine led to the need to rethink many social phenomena and processes. The development of an independent state and its entry into the European and world community encourages society in interethnic, intercultural interaction. An important determinant of the development of multicultural education of the New Ukrainian School is the intensive development of integration processes, as an important component of the development of the modern world, as well as the desire of Ukraine to integrate into the world and European educational and socio-cultural space, while preserving its national characteristics.

In the report of the International Commission on Education of UNESCO in 1997, it was declared that upbringing and education should contribute to the fact that, on the one hand, “a person understands his roots and thereby can determine the place he occupies in the modern world, and on the other - inculcate she respects other cultures”. The document states a two-fold task, such as “assimilation of the cultural treasures of their people by the younger generations”

and “fostering a respectful attitude towards the cultural values of other nationalities”. [7]

The Constitution of Ukraine states that the state promotes “the consolidation and development of the Ukrainian nation, its historical consciousness, traditions, and culture, as well as the development of the ethnic, cultural, linguistic and religious identity of all peoples and national minorities”, ensures “comprehensive development and the functioning of the Ukrainian language in all spheres of public life and guarantees the free development, use, and protection of other languages of national minorities. [6]

The creation of a multicultural environment in an educational institution is the main and necessary condition for the formation of a multicultural personality.

V. Viktorov regarding the development of multiculturalism in Ukraine in such way “the creation of a new society in Ukraine, should take place on the basis of diversity, tolerance, multiculturalism, moving away from any monopolies, but with the preservation of the spiritual and moral aspects immanent for a Ukrainian”. [2, p. 18]

Analysis of recent research and publications. The concept of “multiculturalism” is the subject of consideration in the works of such researchers as V. Bolgarina, L. Gorbunova, G. Dmitriev, V. Kovtun, I. Loschenova, O. Milyutina, A. Solodka. Theoretical and methodological aspects of multicultural personality education are investigated by R. Agadullin, V. Boychenko, S. Goncharenko, M. Krasovytskyi, Yu. Malyovany and others, the place of multicultural education as a socio-cultural phenomenon in the modern paradigm of Ukrainian education are studied by I. Beh, A. Boyko, I. Bondarenko, O. Savchenko, O. Sukhomlynska and others.

The study of multiculturalism in the context of general secondary education was reflected in the works of V. Boychenko, L. Volyk, and L. Peretyagy. Such researchers as K. Grant, Z. Malkova, S. Nieto, L. Suprunova, and U. Hunter developed concepts for implementing theories in pedagogical practice.

The purpose of the article is investigation the definition of policultural educational environment, process of the introduction of the multicultural aspect of education into the educational sector of Ukraine and its effective learning tools that contribute to the multicultural education of students.

Presentation of the main material of the study. In the “Encyclopedia of Education” the concept of “multiculturalism” is used only in relation to education “multicultural education”, namely “multicultural education is a process of purposeful socialization of students, which involves mastering the personality system of national and general cultural values, communicative and empathic skills, which allow the recipient of educational services to carry out intercultural interaction and show understanding of other cultures, as well as tolerance towards speakers of other cultures”. [4, p. 1040] Participants of the educational process become “carriers of cultural traditions in which they are brought up and those who constantly interact socially and culturally, which develops in them tolerance, benevolence, perception of others, interest in cultural differences”.

The definition of the concept of “multicultural education” given by H. Thomas is important “multicultural education takes place when a certain person seeks in communication with people of another culture to understand their specific system of perception, cognition, thinking, their system of values and actions, to integrate a new experience into one's own cultural system and change according to another's culture. Multicultural education encourages, along with knowledge of another's culture, to analyze the system of one's own culture”. [11, p. 4]

According to the Concept of the New Ukrainian School, during the implementation of the educational reform in Ukraine, the development of basic life competencies in students and teachers is foreseen - civic, social, awareness, and self-expression in the field of culture, as well as the development of skills, to support the principle of partnership. However, the mechanisms of introducing the multicultural component into the educational process and the means that would contribute to the development of the multicultural competence of students of general secondary education institutions remain insufficiently researched. Therefore, research and identification of the means of implementation of multicultural education in the educational environment of educational institutions is an urgent issue.

Multicultural education of a child should be based on the fundamental methodological principle of cultural conformity, that is, a set of thinking models, symbols, values, and norms that consciously or subconsciously form a specific way of human activity based on a certain mentality, traditions, rules of behavior, symbols, values, education, etc. The principle of cultural expediency involves combining the potential of history, language, traditions, and customs of

different cultures in multicultural education, which ensure spiritual unity, continuity, and heredity of generations. The implementation of this principle means that the educational process must provide prerequisites for the formation of a personality brought up in the traditions of the native culture and at the same time open to other cultures, ideas, and values. [7, p. 117]

Multicultural education helps children of different nationalities to adapt to an environment where there are representatives of different nationalities, build an intercultural dialogue, learn each other's linguistic and cultural characteristics, to learn to be tolerant of others - all of this comprehensively develops the child and prepares him for adulthood, where he will continue to communicate and interact with representatives of other cultures. L. Tkach notes that the dialogue of cultures, as a principle of multicultural education, implies a respectful attitude to each individual, since each person is unique and unique. Teachers need to remember that the principle of dialogue of cultures allows to adapt the educational process to the characteristics of the individual and this makes it more effective and psychologically comfortable. After all, it is through the introduction of children into a situation of dialogue with culture, with themselves, with their peers that the formation of ethnic and civic self-awareness, planetary consciousness, and a culture of international communication, which is connected with the understanding of the individual's place in the world, the relationship to the native culture, and self-awareness takes place as a subject of the ethnic group, a citizen of his country and the world. [10, p.77]

Tolerance and a multicultural educational space have a strong relationship, since the education of tolerance is more successful in a multicultural educational environment, while the effectiveness of the educational process within a multicultural educational space depends on the manifestation of tolerance in the interaction of those who study. [3, p. 231] On the basis of this, tasks are formed regarding the development of skills and life skills in a multicultural space, that is, the ability to establish contacts with representatives of other ethnic groups, the ability to communicate, as well as the awakening of interest in learning more and more about the peculiarities of other cultures, their customs, and traditions.

In order to fulfill these tasks, the teacher must know about the peculiarities of national customs, culture, traditions, and communication in different countries, especially in those whose representatives are brought up in these educational institutions. It should be assumed that children become "carriers of cultural traditions in which they are brought up, as well as participants of

constant socio-cultural interaction, which develops in them benevolence, perception of others, interests in cultural differences”. [9, pp. 61–63]

The formation of tolerant relationships becomes especially important in the conditions of the multicultural environment of educational institutions. According to L. Orban-Lembryk, in situations of intercultural interaction, communicative tolerance is especially relevant, which is considered as a certain way of the attitude of interlocutors to each other in the process of communication, as a representation in the communicative space of their mental states, qualities, and actions during the exchange of information and the establishment of interaction. [9, pp. 73–85] The researcher means that in a multinational environment, communicative tolerance is the basis for creating effective conditions for the organization of students' work, study, and leisure.

An important place in the upbringing of students in a multicultural educational environment belongs to the leading class-lesson form of education and means of extracurricular work. Extracurricular work in a multicultural environment involves organizing and conducting events aimed at intercultural understanding: educational hours using the technique of “immersion in national culture”, hours of ethnonational communication, festivals of nationalities, days of national culture, forum theatres, contests of readers, creative works, research students' activities in the study of traditions, history, and culture are a small list of forms of work that will ensure the multicultural education of an individual with an active public position. [1, p.127]

Studying a foreign language is another means of introducing multicultural education. Therefore, it is very important to arouse children's desire and interest in learning a foreign language by means that would not only diversify but also transform the educational process into an interesting and vivid activity.

The European integration orientation determines the new state standards of general secondary education, which are specified in the Concept of the New Ukrainian School, the Recommendations of the European Parliament, and the Council of the European Union “On basic competencies for lifelong learning”. The recommendations define communication in the state and native (in case of difference) language and foreign languages. That is why approaches to language learning in educational institutions in Ukraine require certain changes and significant improvement. The results of the work of experts of the Council of Europe countries on the systematization of approaches to foreign language learning and the standardization of language

proficiency assessments “All-European Recommendations on language education: study, teaching, evaluation” were a significant help in solving this issue, the purpose of which was to promote reflection, communication and establishing contacts in the system of language education. The international language standard is presented in the form of a system of language proficiency levels and a system of describing these levels using standard categories, regardless of which language is studied, in which educational context, and which methods are used for this. [5, pp. 24-27]

Therefore, the implementation of the state educational and social policy on this issue is determined by the implementation of the provisions of the Concept of the New Ukrainian School and acquires a special problem by understanding the world experience of multiculturalism with the determination of theoretical, methodological and practical developments. Textbooks, study guides, tests, dictionaries, and reference books for any European language are based on the outlined competencies. They create a single network of concepts that can be used to describe any certification system and, accordingly, any training program, starting with the setting of tasks and ending with the competencies achieved as a result of training.

The school practice of forming the levels of language proficiency is accordingly implemented at three levels of education, namely:

I. formation of elementary communication skills of reading, listening, speaking, and writing; universal linguistic concepts, ideas about the peculiarities of communication in the native language and the language being studied; creation of conditions for communicative and psychological adaptation to another linguistic world;

II. the consistent, systematic development of all components of communicative competence (in particular, sociocultural competence);

III. the development of communicative culture, which allows students to participate in intercultural communication in educational and cognitive, cultural, and everyday spheres.

The applicability of the scale of language proficiency levels focuses on an activity approach and practical language mastery actualizes it for use, unification of assessment of language skills and competencies not only from a foreign language but also from the state and native (if it's different) language. In the process of mastering a foreign culture, students develop a sense of

interest in other cultures, a sense of understanding, tolerance, and respect for the culture of another nation.

Studying folklore during the school year is a simple and effective means of developing children's respect for differences between personalities. Folk tales, poems, and stories allow children to get acquainted with certain features of other cultures and to learn about the diversity of desires, dreams, and problems of people from all over the world. Thus, in reading lessons, children can be introduced to different cultures by considering versions of fairy tales about Cinderella: "Cinderella" by the Brothers Grimm, "Yeh-Shen" by A. Louis, "Cinderella, or The Little Glass Slipper" by Ch. Perault, "The Brocaded Slipper and Other Vietnamese Tales" by L. Vung.

It is worth noting that the literature of the peoples of the world, especially fairy tales, is characterized by folk humor, and adventures, and is enriched with language dialects. The use of such language and rich content has a productive effect on the development of linguistic and multicultural competence in children. Folk tales help children perceive the world, form positive moral qualities in children (feelings of pity, compassion, justice), tolerant attitude toward representatives of different nationalities and peoples. They focus on the fact that people of different nations of the world are the same, and therefore equally seek love, hope, security, respect, and understanding.

Since the person-oriented approach to learning in modern linguistic didactics puts the student at the center of the methodical system, the emphasis on foreign language learning shifts from the activity of the teacher to the activity of the student, which requires the latter to develop the skills of objective self-evaluation and reflection. An effective tool for this example can be the innovative language portfolio technology, which is used as a means of promoting multilingualism and understanding multiculturalism; comprehensively assesses the language and intercultural competence and experience gained in formal and non-formal education; performs pedagogical and informative functions; is based on universal levels of language proficiency; makes it possible to consider self-assessment in the context of teacher assessment; contains general indicators (criteria) for assessing foreign language proficiency.

Conclusions. The experience of using the language portfolio technology in educational institutions shows that in the conditions of a person-oriented approach to learning, this

methodological technique allows specifying the goals of language learning; organizing the learning process more efficiently; analyzing it together with students; adjusting the content of training; establish an individual approach taking into account the student's self-esteem, his needs, and motivations.

Summarizing the thoughts presented above, we can say that multicultural education plays an important role in the formation of a multicultural personality because it contributes to the development of the necessary skills for interaction with representatives of other cultures. Tolerance, as a basic personality quality, should be formed by the teacher as a result of multicultural education. This will be facilitated by the created multicultural environment in the educational institution and the purposeful work of the teacher. Being tolerant, children will have a sense of understanding and respect for other nationalities, and live in peace and harmony with them, while appreciating and not forgetting the culture of their people.

References

1. Boichenko V. V. (2006) *Polikulturene vykhovannia molodshykh shkolariv u navchalno-vykhovnomu protsesi shkoly: dys. ... kandydata ped. nauk.* [Polycultural education of young school children in the educational process of the school: diss. ... candidate of pedagogy of science.] Uman, Ukraine. [in Ukrainian]
2. Viktorov V. (2005) Problema upravlinnia yakistiu osvity (sotsialnofilosofskyi analiz). [The problem of managing the quality of education (social-philosophical analysis).] *Vyshcha osvita Ukrainy, No. 4(14)*, pp. 17–22. [in Ukrainian]
3. Hryva O. (2007) Filosofsko-osvitnii zmist poniattia "polikulturnist" [Philosophical and educational content of the term "polyculturalism".] *Gileia. Naukovyi visnyk : zbirnyk naukovykh prats, 10*. [in Ukrainian]
4. Kremen V. H. (2008) *Entsyklopediia osvity.* [Encyclopedia of education.] Kyiv, Ukraine: Yurinkom Inter, 2008. [in Ukrainian]
5. Nikolaieva S. Yu. (2003) *Zahalnoievropeiski Rekomendatsii z movnoi osvity: vuvchennia, vykladannia, otsiniuvannia.* [International European Recommendations on Language Education:

Learning, Vocational Training, and Discrimination.], pp. 24-27. Kyiv, Ukraine: Lenvit. [in Ukrainian]

6. (2022) *Konstytutsiia Ukrainy*. [Constitution of Ukraine.] Retrieved from: <https://zakon.rada.gov.ua/laws> [in Ukrainian]

7. (2019) *Kontsepsiia realizatsii derzhavnoi polityky u sferi reformuvannia zahalnoi serednoi osvity. "Nova ukrainska shkola" na period do 2029 roku. Ofitsiinyi veb-portal VR Ukrainy*. [The concept of implementation of state policy in the field of general secondary education reform. "New Ukrainian School" for the period until 2029. Official web portal of the Verkhovna Rada of Ukraine. (Application date: 20.03.2019).] Retrieved from: <https://zakon.rada.gov.ua/laws/show/988-2016-%D1%> [in Ukrainian]

8. Orban-Lembryk L. (2008) Tolerantnist yak osnova adekvatnykh vzaiemyn u polikulturnomu sviti. [Tolerance as the basis of adequate relations in a multicultural world.] *Sotsialna psykholohiia*, 4, pp. 73–85. [in Ukrainian]

9. Romanenko N.A. (2012) Suchasna paradyhma stvorennia polikulturnoho seredovyscha navchalnoho zakladu. [The modern paradigm of creating a multicultural environment of an educational institution.] *Nauka i osvita*, 5 (*Pedahohika*), pp. 61–63. [in Ukrainian]

10. Sakaliuk O. O. (2011) Protsesualno-funktsionalnyi komponent hotovnosti menedzheriv osvity do profesiinoi diialnosti v polikulturnomu navchalnomu seredovyschi. [Procedural-functional component of education managers' readiness for professional activity in a multicultural educational environment.] *Nauka i osvita*, 7 (*Pedahohika*), pp. 76–79. [in Ukrainian]

11. Hohmann M. (1983) Interkulturelle Erziehung – eine Bestandsaufnahme. [Intercultural education - an inventory.] *Auslanderkinder in Schule u Kindergarten*, 4, p. 4. [in German]

**COMPONENTS OF READINESS OF TEACHERS TO HEALTH-PRESERVING
ACTIVITY IN EDUCATIONAL INSTITUTION**

Tamila Berezhna

Philosophy Doctor,

Senior Researcher, Scientific Secretary,

Scientific Institute of

Education Content Modernization,

Kyiv, Ukraine

Abstract

In the article revealed different approaches to the definition of teachers' professional readiness to educational activities based on the theoretical analysis of scientific and educational literature. And also described different views of researchers about the readiness of the future teacher to realization of health-preserving activity in educational institution. The essence of the concept of readiness of teachers to formation of healthy environment. Described components of teachers' readiness to formation of healthy environment of an educational institution.

Keywords: readiness, health-preserving activity, components, healthy environment, cognitive component.

A problem statement. The value of the teaching profession is immutable both in conditions of stability and in conditions of social change, although its content, essence and specific characteristics change. Today, as before, the teacher performs the functions of the educator of the new generation, organizes educational and extracurricular activities of students, promotes social-humanistic and psychological-pedagogical knowledge among parents and the public. However, modern parents are looking for a teacher for their child who will not only impart knowledge to them, but will also be able to form skills that will ensure their success in the future.

The idea of what a competitive teacher should be is greatly influenced by the national ideal. Already at the beginning of the 20th century, in domestic pedagogy there was a tendency to create a national ideal of the teacher. Such a teacher was considered ideal, who was a spiritually perfect person, a professional, as well as communicative, highly moral and erudite.

However, today the ideal of a teacher has not changed significantly. He, as before, needs to have a high level of knowledge in the field of pedagogy, psychology, politics, history, philosophy, industry, management and be able to convey them to children in an accessible and interesting way.

The analysis of psychological and pedagogical sources shows that the problem of teachers' readiness for professional activity is highlighted in the works of many researchers (N. Bezgodova, N. Bibik, L. Vashchenko, S. Goncharenko, T. Gorokhovska, K. Durai-Novakova, I. Zyazyun, Z. Levchuk, M. Lisovyi, O. Mishchenko, V. Momot, O. Pometun, O. Savchenko, D. Uznadze, A. Khutorsky).

The purpose of the article. To analyze the essence of the components of teachers' readiness for health-preserving activities in an educational institution.

Modern education needs highly qualified, competent professionals who possess deep pedagogical knowledge, assets of national and world culture.

Special attention needs to be paid to the issue of increasing the competence of the teaching staff, training teachers for health-preserving activities in the educational institution as a component of their professional duties.

The readiness of the teacher in pedagogical literature is considered from different positions, in particular, as: condition and regulator of activity, psychological state, attitude, personal formation, attitude, presence of certain needs, synthesis of personality properties, etc.

We agree with the opinion of B. Ananiev that readiness begins to form before the beginning of professional (working) activity, and in the future develops together with professional ability to work as a potential of the main activity. [1, p. 23] In his writings on the study of the installation of personality D. Uznadze emphasized that readiness is an essential feature of the installation, which is manifested in all cases of the behavioral activity of the subject. [14, p. 137] Readiness is a complex personal formation, a multi-level and multi-faceted system of qualities and personality

traits that together enable an individual to perform a concrete activity effectively, - says researcher V. Moliako. [11, p. 12]

Given the ideas of R. Mykhailyshyn, readiness for innovative activity is an internal force that forms the innovative position of the teacher. As one of the important components of professional readiness, it is a prerequisite for the effective activity of a teacher, the maximum realization of his capabilities, and the disclosure of creative potential. In addition, the readiness to implement innovative activities can be formed in the context of the integrity of its main structural components: motivational, cognitive, creative and reflective. [10, pp. 11-18]

According to V. Slastenin, readiness is a special mental condition, characterized by the presence in the subject of the image, the structure of a certain action and the constant direction of consciousness to its implementation. The researcher points out, in terms of professional readiness, firstly, psychological, psycho-physiological and physical readiness, and secondly - scientific-theoretical and practical readiness. The theoretical readiness is a system of knowledge necessary for carrying out the activity, and practical readiness is the presence of analytical, predictive, projective and reflexive skills. At the same time, readiness, in his understanding, consists of different types of installations to realize a certain task, the model of probable behavior, the definition of special methods of activity, the assessment of their capabilities in their relationship with the difficulties and the need to achieve a certain result. [12, p. 16]

I. Dychkivska's readiness for innovative pedagogical activity is understood as a special personal condition, which presupposes the presence of a teacher's motivation-value relation to professional activity, the possession of effective means and means of achieving pedagogical goals, the ability to creativity and reflection. [3, p. 335]

The concept of "readiness" A. Kapska, interprets as a positive attitude, interest, stability of the motive of pedagogical activity, focus on activities; knowledge and ideas about the peculiarities of activity, the requirements for the teacher's personality; possession of knowledge, skills, processes of analysis, synthesis, comparisons, generalizations; self-assessment of their activity, level of preparation for it and adequacy of the decision of professional tasks. [6]

Readiness is considered in the works of N. Kuzmina, who believes that psychological readiness covers the stock of professional knowledge, skills and abilities; as well as personality traits: beliefs, pedagogical abilities, interests, professional memory, thinking, attention,

pedagogical orientation of thought, ability to work, emotionality, moral potential of an individual who must ensure the successful performance of professional functions. [8, p. 22]

It is also worth noting that in psychological and pedagogical works, readiness is defined as an active and active state of the individual, an attitude towards a certain behavior, mobilization of forces to perform the task.

Therefore, taking into account the different approaches to defining the concept of readiness for professional pedagogical activity, most scientists consider it as the teacher's assimilation and mastery of professional functions. However, interpretations of readiness based on personal status are closer to our understanding of the readiness of teachers for health care in an educational institution.

In view of this, we believe that the readiness of teachers for health-preserving activities should be considered as a component of their readiness for professional activity. We interpret this concept as an activity state formed on the basis of knowledge, needs and attitudes, abilities and skills, own experience in preserving and strengthening the health of children in an educational institution.

A teacher must possess professional knowledge and skills, be able to creatively change his personality based on the use of psychological and pedagogical knowledge, mastering the objective spiritual and moral values of society, taking into account his own individuality.

The preparation of a teacher for health-preserving activities in an educational institution is aimed at forming such personal qualities, knowledge and skills in him: moral virtues; pedagogical skill, broad erudition, critical thinking; developed communicative properties; high general culture; able to resolve conflict situations.

A teacher involved in the implementation of health-saving technologies must himself possess a system of health-saving knowledge, value his own health as the highest value, understand the need to preserve and strengthen it.

To objectively evaluate the readiness of teachers to implement health-saving technologies, it is necessary to determine its structure: components, criteria and indicators. Given the multidimensionality of the issue of readiness for vocational and pedagogical activities, most researchers note the complexity of the readiness structure, interpret it as an integral, stable system

of interconnected, interdependent, interdependent components. Taking into account the research area of professional and pedagogical activity, scientists determine the various components of readiness

In the structure of readiness for professional activity D. Uznadze, distinguished three interrelated components: a) cognitive on the basis of his integration of the idea of different activities; b) motivational-informative, which provides the initiation of the process of activities; c) self-regulating on the basis of which the ability of a person to withstand the pressure of external circumstances is determined. [14, p. 45]

The researchers M. Diachenko and L. Kandybovich in the structure of readiness distinguish the following interrelated components: motivational - expressed in the need to successfully accomplish the task, interest in the object of activity, the ways of its implementation, the desire for success; orientational - encompasses knowledge and understanding of the peculiarities and conditions of activity; operational - involves knowledge of methods and techniques of activity, skills and abilities; volitional - characterizes the internal need for the management of actions; estimated - involves self-esteem of its preparedness. [4, p. 35]

V. Starosta and Hoshko O. singles out the following components of teachers' readiness for innovative activity: motivational, procedural. [13]

In turn, N. Ippolitova in the structure of readiness of the future teacher for professional teaching distinguishes three interrelated components: personal - characterizes the degree of moral and teacher readiness of the teacher to professional activity, reflects the degree of formation of value orientations, interest in the profession, the level of development of motivation to pedagogical activity; cognitive reflects the teacher's awareness of the nature and content of teaching activity, the level of general pedagogical, methodological, special-subject knowledge necessary for the effective vocational and pedagogical activity; praxical - characterizes the professional skills and skills necessary for the implementation of functions of pedagogical activity and ensuring its effectiveness. [5]

The researcher N. Mazur also advocates certain components of readiness.

The cognitive component of teacher's readiness for monitoring student achievements is represented by a set of knowledge (general cultural, natural sciences, psychological and

pedagogical, special); The practical component covers a set of knowledge that enables the teacher to determine the objectives of the monitoring procedures, choose the methodology and tools for conducting them, collect and analyze the data obtained, correct the individual trajectories of the student development and improve their own professional competencies. The motivational component of readiness ensures the integral nature of this formation, characterizing the vocational and pedagogical orientation of the teacher's personality. [9]

The scientist M. Kozub notes the readiness of the future teacher to implement health-saving activity understood as the integrative formation of a person having a system organization, a complex, multilevel structure, considered as integral interaction and interpenetration of physical, motivational, cognitive, practical (operational-activity) and reflexive components Their formation determines the healthprotecting nature and logic of the organization and the implementation of pedagogical activities, the need and direction of professional and personal growth of the future teacher of physical culture. [7]

From the standpoint of O. Bezpalko, readiness covers a complex of interrelated motivationalvalue, cognitive-intellectual and operational-activity determinants of continuous professional growth of the teacher, providing the optimal implementation of self-education, self-education, self-actualization in his professional activities. [2, p. 19]

Consequently, the analysis of scientific literature on the issue of readiness for professional pedagogical activity showed that most researchers in the structure of readiness distinguish between knowledge, skills, certain experience of their application in practice, positive attitude to the profession of teacher, stable motives of pedagogical activity, the presence of professionally important personal qualities that are found in the daily activities of the teacher.

Taking into account these developments, we, in the readiness of our teacher to implement health-saving technologies, singled out the following components: cognitive, emotional, value, and practical. The cognitive component of teachers' readiness for the implementation of health-saving pedagogical technologies is represented by a set of knowledge (general cultural, natural, psychological, pedagogical, special) necessary for the teacher to form a healthcare-saving environment, analysis of results and changes in the educational process. This component of preparedness involves raising the level of professional competence of the teacher in healthcare. We believe that in order to introduce health-saving pedagogical technologies, the teacher needs

knowledge from various branches of science, integrated into a single system of representations about health and healthy lifestyles; knowledge about ways to strengthen and preserve health, basic among them is the knowledge of psychological and pedagogical and methodological profiles.

Effective healthcare-saving activity of the teacher is based on mastering the theory and method of forming a culture of health, as well as a system of knowledge necessary for the implementation of a health-saving educational process and aimed at studying: the normative and legal provision of the system of preserving the health of children; regularities and peculiarities of their spiritual, physical and mental development; living conditions; risk factors for health; resources for preservation, strengthening and restoration of health; Health saving technologies. It is also important to know the teachers about the relationship of physiological and social maturity, structural and functional features of the musculoskeletal system, cardiovascular and respiratory systems.

This knowledge is necessary for substantiation of the mode of motor activity, as well as solving issues related to the problems of intellectual and emotional overload, hypodynamia. The emotional-value component is determined by emotions, values, needs, development of socially valuable and personally significant motives for action. He characterizes the vocational and pedagogical orientation of the teacher's personality on the basis of awareness of the social significance of the problem of introducing health-saving technologies and directs the teacher to a certain type of activity. Its components are the value orientations of the teacher, valuable and responsible attitude to their own health and health of others, the need for the introduction of health-saving technologies, the feeling and comfort and safety in a general education institution. This component covers targeted guidance, aims to achieve the goal, encourages collaboration, provides a prerequisite for creative activity.

The practical-activity component is defined as a set of skills and skills that enable them to solve problems during health-care activities with students: organization of healthcare-saving educational process; the ability to conduct diagnostics of the level of individual health, taking into account the psychosomatic, constitutional and socio-spiritual characteristics of the individual; to implement a system of recreational and corrective measures for the preservation of health; to implement health-saving technologies that take into account age, social and

environmental environment; to provide social and hygienic conditions of pupils' life. This component also covers communicative skills, the ability to use various mechanisms for the formation of interpersonal relationships of participants in the educational process, to create a favorable emotional atmosphere, to show flexibility in resolving conflict situations. Thus, readiness is determined in actions that are manifested through organizational and communicative skills. The formation of components indicates a high level of readiness of teachers to implement health-saving technologies, reflected in the teacher's professional competence.

Therefore, the formation of teachers' readiness should take place in the directions that characterize the structural components: systematic updating and updating of the knowledge necessary for the implementation of the health-saving educational process and the formation of the foundations of the culture of health; increase motivation; planned work on acquiring appropriate skills and practical skills in solving problems during health care activities

Conclusions. Hence, qualitative education is based on the high level of professional competence of the teacher, his spirituality, the ability to organize the educational process, to form healthy relations of communication in a team of students, colleagues, parents and create comfortable conditions in the institution of education.

References

1. Ananiev B. H. (2001) *Chelovek kak predmet poznaniya*. [Man as an object of knowledge.] St. Petersburg, Russia: Piter. [in Russian]
2. Bezpalko O. V. (2006) *Orhanizatsiia sotsialno-pedahohichnoi roboty z ditmy ta moloddu u terytorialnii hromadi: teoretyko-metodychni osnovy*. [Organization of socio-pedagogical work with children and youth in the territorial community: theoretical and methodological foundations.] Kyiv, Ukraine: Nauk. svit. [in Ukrainian]
3. Dychkivska I. (2015) *Innovatsiini pedahohichni tekhnolohii: pidruchnyk*. [Innovative pedagogical technologies.], pp. 253-270. Kyiv, Ukraine: Akademvydav. [in Ukrainian]

4. Diachenko M. Y., Kandybovych L. A. (1976) *Psykholohycheskye problemy hotovnosti k deiatelnosti*. [Psychological problems of readiness for activity.] Mynsk, Belarus: Belarus State University. [in Russian]
5. Yppolytova N., Kolesnykov A., Sokolova E. (2006) *Systema professionalnoi podhotovky studentov pedahohycheskoho vuza: lychnostnyi aspekt*. [The system of professional training of students of a pedagogical university: a personal aspect.]. Shadrynsk, Russia: Yset. [in Russian]
6. Kapska A. Y. (1997) *Pedahohika zhyvoho slova*. [Pedagogy of the living word.] Kyiv, Ukraine: IZMN. [in Ukrainian]
7. Kozub M. V. (2007) *Formyrovanye professionalnoi hotovnosti budushchykh uchyteliv fizychekei kultury k osushchestvleniyu zdorovesberehaiushchei deiatelnosti v shkole: dyss. ... kand.ped. nauk*. [Formation of professional readiness of future teachers of physical culture for the implementation of health-saving activities at school: diss. ...candidate ped. the science.] Elets, Russia. [in Russian]
8. Kuzmyna N. V. (1984) *Pedahohycheskoe masterstvo uchytelia kak faktor razvytiya sposobnostei uchashchyhsia*. [Pedagogical skill of the teacher as a factor in the development of students' abilities.] *Voprosy psykholohy*, 1, pp. 20–26 [in Russian]
9. Mazur N. P. (2021) *Poniattia hotovnosti ta vyznachennia strukturnykh komponentiv hotovnosti maibutnykh vchyteliv informatyky*. [Concept of readiness and definition of structural components of readiness of future informatics teachers.] Retrieved from: http://www.kspu.kr.ua/download/conf2013/section5/article_mazur.pdf [in Ukrainian]
10. Mykhailyshyn R.R. (2016) *Profesiina hotovnist pedahoha do innovatsiinoi diialnosti: yakisnyi aspekt*. [A teacher's professional willingness to innovate: a qualitative aspect.] *Visnyk Lviv. un-tu. Seriya pedahohichna.*, pp. 11-18 [in Ukrainian]
11. Moliako V. O. (1989) *Psykholohichna hotovnist do tvorchoi pratsi*. [Psychological willingness to creative work.] Kyiv, Ukraine: Znannia. [in Ukrainian]
12. Slastenyn V. A. (1982) *Professyonalnaia hotovnost uchytelia k vospytatelnoi rabote: sodержanye, struktura, funktsyonyrovanye*. [Professional notation of the teacher of educational work: content, structure, functioning.], pp. 14–28. Moscow, Russia: Academia. [in Russian]

13. Starosta V.I., Hoshko O.V. (2018) Strukturni komponenty pedahoha do innovatsiinoi diialnosti. [Structural components of a teacher's innovative activity.] *Zbirnyk naukovykh prats' ZOIPPO*, 3(32), pp. 1-6. [in Ukrainian]

14. Uznadze D. N. (2004) *Obshchaia psykholohyia*. [General psychology.] St. Petersburg, Russia: Pyter. [in Russian]

RURAL GREEN TOURISM IA A PRIORITY TOURIST DESTINATION

Gutkevych S.O.

Doctor of Economic Sciences, Professor,
Head, International Economics Department,
National University of Food Technologies,
Kyiv, Ukraine

Haba M.I.

Candidate of Economic Sciences,
Assistant, Department of Tourism,
Lviv Polytechnic National University,
Lviv, Ukraine

Korniienko I.A.

Postgraduate Student,
International University of Finance,
Kyiv, Ukraine

Abstract

The article examines the concept of rural green tourism, its role and significance, identifies the specifics of the rural green tourism development, their impact on tourism and the economy of Ukraine. In modern conditions of the Ukrainian economy development, the structure of the tourism industry is changing due to the development of promising types of tourism, including rural green tourism. This is a specific form of recreation in the countryside, which has wide possibilities of using the natural, material and cultural potential of certain regions.

Keywords: tourism, rural green tourism, development, specifics.

Formulation of the problem. Tourism is a modern and one of the most dynamic branches of the economy. Ukraine has significant potential for the development of both domestic and international tourism. Tourism contributes to the inflow of financial resources into the country, which brings income not only to tourism firms, but also provides tax revenues to the budget, increases demand for products and services, thereby stimulating the development of related industries. Among the alternative types of tourism, one of the most prioritized is rural green tourism, as it contributes to solving social and economic problems in villages, which is characteristic of modern Ukraine.

Formulation of the goals of the article (statement of the task). The purpose of the article is to study rural green tourism as a priority tourist destination, its specifics and impact on the tourist market and tourist offers.

Presentation of the main research material. Currently, the tourism industry of the world is experiencing times of active development and formation of new directions. In parallel with traditional types of tourism, all kinds of non-traditional forms of recreation and travel are spreading. The spread of ideas of environmentalization of life is having an increasing influence on the field of tourism. Rural green tourism is considered one of the directions of the steady development of the tourism industry, which is aimed at protecting Ukrainian nature and cultural-historical heritage, promoting interethnic tolerance and involving people in active participation in solving their own financial problems, providing employment for the unemployed, as well as overcoming the seasonal nature of the tourist product due to Ukrainian climate.

The terminological definition of rural green tourism is proposed in the draft Law of Ukraine "On Rural Green Tourism" as a recreational type of tourism, which involves the temporary stay of tourists in a rural area (village) and receipt of rural green tourism services. This concept has become widespread among Ukrainian travelers and tour operators, as well as state structures dealing with issues of regulation of this type of tourism in Ukraine. The term "rural green tourism" is legislated, the legal meaning of which is interpreted as recreation in a Ukrainian village.

Domestic and foreign scientists consider rural green tourism as a specific form of recreation in private farms in rural areas using the property and labor resources of a private agricultural household or a farm, natural-recreational features of the area and the cultural, historical, and

ethnographic heritage of the region, and as tourism that takes place in rural settlements.

According to the definition of the Union for the Promotion of the Rural Green Tourism Development, rural green tourism, as a type of tourism, is recreation in rural, resort or nature conservation areas, which requires properly equipped private estates and appropriate infrastructure. [6]

It is worth noting that rural green tourism is recreation in private farms in rural areas interesting for tourist attractions. The main attraction in rural green tourism is a set of factors that have a beneficial effect on a person: health, aesthetic, cognitive. Rest in the countryside is not a resort with a lot of tourists. The local state of relaxation is especially needed by city dwellers. Many tourists are happy to celebrate the New Year and Christmas holidays in the village or simply relax with friends or family.

The mostly cozy atmosphere is reinforced by the positive emotional influence of the surrounding area: mountains, forests, rivers, lakes, and the sea. Landscapes and ecology are very often important for choosing a vacation spot. Often, in addition to the provided accommodation services of various categories and delicious home-cooked meals, hosts offer a whole range of additional services: picking berries and mushrooms, excursions, hiking in the mountains, fishing, which diversify and enrich the experience of recreation.

According to the official statistics of the WTO, "green" trips now account for from 7 to 20% of the total volume of tourist trips.

The rate of growth of rural green tourism is estimated at 10-20 to 30% per year, and its share in revenues from international tourism reaches 10-15%.

According to estimates of the European Federation of Farming and Rural Tourism (EuroGites), only the European market of this type of tourism is currently about 2 million beds. Potentially the Ukrainian market is able to receive almost 150,000 "green" tourists. [7, p. 7]

Today, rural tourism is developing at a fairly fast pace and in some countries attracts the attention of a large number of foreign tourists. In terms of popularity, vacations in rural areas in these countries are second only to vacations at sea now. The most successful examples include Italy, France, Ireland, Great Britain, Spain, and Germany.

In most European countries, rural green tourism is encouraged at the state level. It is not by

chance that in these countries the share of eco-travel is more than 20% of all tourist services, and the rate of annual growth reaches 30%.

Rural green tourism is an important factor in solving socio-economic problems of the village - it is the growth of employment in the village, the development of rural infrastructure, obtaining stable and significant incomes by the villagers, strengthening the budget of rural settlements.

It is important when studying rural green tourism as a priority tourist destination to consider the reasons for choosing this type of recreation. Based on the research of inquiries about this type of tourism among tourists, the reasons for which they chose this type of tourism were the following: communication with the environment, ecological food, immersion in rural life, financial availability of recreation, need for peace, family traditions, doctor's recommendation, participation in agricultural work.

Schematically, the motives of tourists who chose rural green tourism as the purpose of their trip are shown in Figure 1.

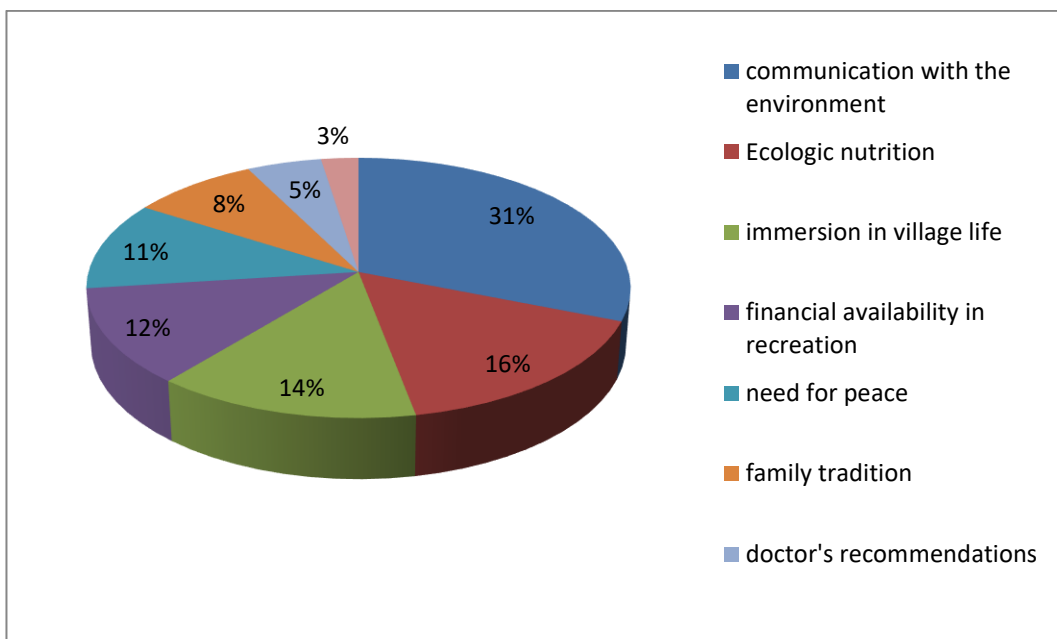


Figure 1. Reasons for choosing rural green tourism

As the analysis of Figure 1 showed, it should be noted that the first place among the reasons for choosing rural green tourism as a tourist destination is communication with the environment - enjoying the scenery, swimming in reservoirs, walking in the forest, picking berries and mushrooms (31%). The second place, 16%, is taken by food sustainability, i.e. products that

households grow themselves. Immersion in village life, learning about customs and traditions, participating in village entertainment is typical for 14% of tourists. Today, a significant reason for vacationing in the countryside for 12% of tourists is its financial availability, because not everyone can afford an expensive vacation at a resort outside of Ukraine. The need for peace is significant for 11% of the population, as a result of which a person rests from the hustle and bustle of the city, calms down and regains strength. 8.5% of tourists have a family tradition regarding such recreation, and 5% of the population explained their need to use rural green tourism only on doctor's recommendation. And 2.5% is voluntary participation in agricultural work.

It is worth noting that rural green tourism, on the one hand, allows domestic city dwellers and foreign tourists to relax in an ecologically clean area for relatively little money, on the other hand, it raises the villagers' standard of living by providing services to tourists, making souvenir products, etc. An important role in the formation and development of rural green tourism is played by tourist resources - a combination of components of natural and socio-economic conditions and cultural values to meet the people's tourist needs. These resources can be divided into the following groups: 1) natural: climate, water resources, terrain, flora and fauna, national parks, picturesque landscapes; 2) socio-economic conditions and resources: economic-geographic location of the territory, its transport accessibility, level of economic development, available labor resources, etc.; 3) cultural and historical: cultural, historical, archaeological, ethnographic objects.

The main goal of rural green tourism is to create a new tourist product that goes beyond the traditional idea of the tourist offer of Ukraine, and should take into account the natural, historical and cultural specificities of the regions, and also significantly diversify the traditional offers of Ukraine.

Quality rest in the field of rural green tourism depends on the choice of travel routes, places for recreation, agricultural and folk museums, as well as tourist service centers with pointmen and guides. Rural green tourism is a tourism activity related to a rural environment, a rural house and activities that focus on nature and people. It belongs to alternative or small-scale tourism and is one of the ways of moving away from the devastating practice of mass (industrial) tourism, the material base and tourist product of which are characterized by strict standardization, a complete

orientation to economic goals and a large degree of neglect of ecological, social and moral values, which rural green tourism provides.

Rural green tourism is a promising direction of small tourist business, which involves active recreation in rural areas. The variety of types of tourist activities, such as educational, recreational, health ones, makes rural green tourism one of the attractive types of recreational activities, the popularity of which is growing constantly. This type of tourism is one of the ways of tourism industry transition to sustainable development and rethinking of natural and cultural values. It makes it possible to use the existing housing stock, reduce investment costs and prevent excessive use of forest and pasture land. The low density of tourist flows in rural regions makes it possible to distribute tourist facilities on the territory more evenly, which not only has a positive effect on the environment, but also brings additional income to the local population.

The result of the development of rural green tourism will be better landscaping of rural estates, streets, villages; a higher level of incentives for the social infrastructure development, an increase in the cultural and educational level of the rural population.

A prerequisite for rural green tourism, unlike many other types of tourism, is the ecological well-being of the natural environment. Its identification on the territory of Ukraine and its effective presentation on the tourist market with the aim of increasing a certain novelty for the potential consumer have signs of primary innovation - a corresponding generally accepted concept.

They include the following:

1. Climatic conditions that contribute to the use of recreational opportunities of a certain territory throughout the year.

2. Landscape resources - attract tourists with their features, for example, mountain massifs create conditions for the development of mountaineering, skiing, hiking and sports tourism; gypsum caves can be used for speleotourism; picturesque plains - for recreation and treatment; geological formations have cognitive and aesthetic significance, etc.

3. The sea, rivers, lakes, ponds are promising for therapeutic purposes (hydro mineral and thermal waters, therapeutic mud), for extreme tourism and organization of individual routes.

4. Floristic recreational resources combine all the diversity of the plant world, which has

medicinal properties, scientific-cognitive and natural-aesthetic value.

5. Faunal recreational resources are natural resources that combine the entire diversity of the animal world. In the case of hunting tourism for foreigners, the historical features of national hunting should be taken into account.

6. National parks, nature conservation institutions, the territories of which include natural complexes and objects of special ecological, historical and aesthetic value, are divided into zones: protected regime, commissioned regime, educational tourism, recreational use.

The services of rural green tourism are carriers of various specific properties that reflect its usefulness, meet certain needs and requirements of people. The usefulness of products (services) of rural green tourism reflects its consumer value, which in turn should be evaluated, that is, its quality should be determined. As the analysis showed, the potential consumer of rural green tourism services is attracted by proximity to nature, picturesque landscapes, clean air, complemented by the hospitality of the hosts and traditional village life.

The result of the development of rural green tourism will be better landscaping of rural estates, streets, villages; a higher level of incentives for the social infrastructure development, an increase in the cultural and educational level of the rural population.

Research on the development of tourism, in particular rural green tourism, has shown certain features that must be taken into account for the further effective functioning of this area.

The peculiarity of the rural green tourism development is that it is carried out both at the macro and micro levels. Features of the rural green tourism development at the state level should be considered as follows: the need to attract a larger amount of investment for its development; imperfection and bureaucratic procedures of the system of issuing licenses and permits to business entities; too many types of taxes that must be paid by business entities operating in this field; manifestation of imperfect financial and credit policy and inflationary processes in the activity of objects in this sphere. The disadvantage of the rural green tourism development at the state level is that it is not sufficiently popularized compared to other types of tourism.

An important task for the development of rural green tourism is the regulation of the regulatory and legal framework in the field of rural green tourism, taking into account the changing conditions of the external environment. This should ensure effective interaction of state

and public structures for the successful development of this industry.

As the analysis showed, for the effective development and regulation of rural green tourism, the Law of Ukraine "On Rural Green Tourism" should be enacted, the draft of which was adopted by Verkhovna Rada Resolution No. 2179 dated November 16, 2004. This Law defines general legal, organizational, and socio-economic principles of the implementation of the state policy of Ukraine in the field of rural green tourism and is aimed at ensuring the rights of citizens to rest, for freedom of movement, for health protection, for a safe environment for life and health, for satisfaction of spiritual needs and other rights during tourist trips, which are enshrined in the Constitution of Ukraine. It establishes the principles of rational use of tourist resources and regulates relations related to the organization and implementation of rural green tourism on the territory of Ukraine. [3]

Based on the analysis of the legislation of Ukraine regarding rural green tourism, we determined that the main directions of state policy that will contribute to the further effective development of this area are as follows: improvement of the legal basis for regulating relations in this field of activity; defining rural green tourism as an important part of the tourism industry of Ukraine, encouraging national and foreign investments in this area and creating new jobs; development of inbound and domestic rural green tourism, promotion of its transformation into a highly profitable and competitive element of the tourism industry; creation of appropriate conditions for the development of rural green tourism, support of priority areas of tourist activity in this area by simplifying and harmonizing tax, currency, customs, border and other types of regulation; comprehensive encouragement of citizens of Ukraine to participate in the development of the rural green tourism field as a highly profitable element of the tourism industry and an additional source of replenishment of personal income of citizens, local and state budgets; taking into account consumer demand for certain types of rural green tourism services when developing and approving national and local regional development programs. The directions of state policy in the field of rural green tourism are schematically shown in Fig. 2.

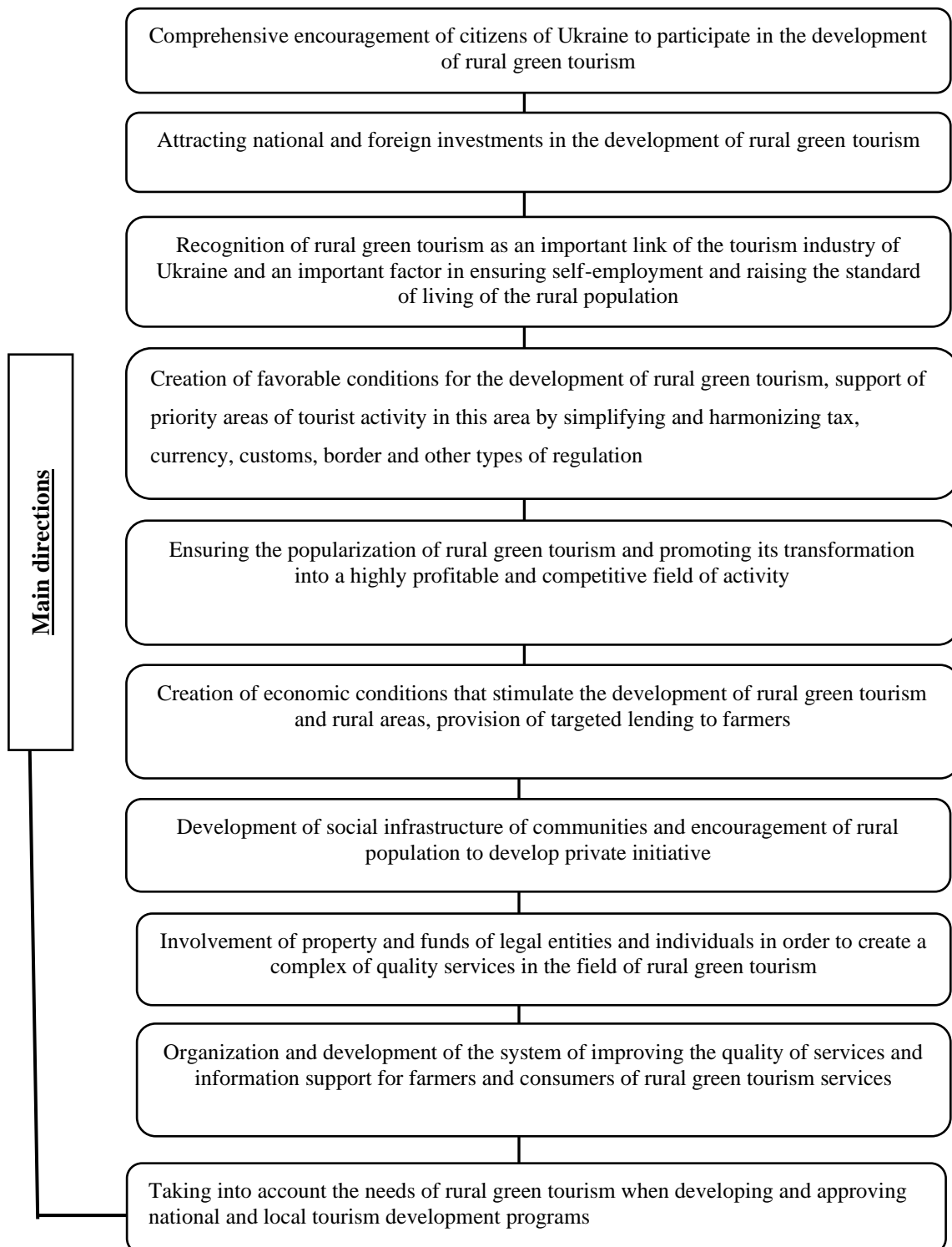


Fig. 2. Main directions of the state policy in the field of rural green tourism

The analysis confirms that the further development of rural green tourism requires in-depth research of this industry and its support from the state. In Ukraine, at the national level, there are no institutions dealing with the development of rural green tourism. The initiative in the implementation of these functions is taken by various public organizations.

One of the most active structures uniting the activities of estate owners is the Union for the

Development of Rural Green Tourism in Ukraine. This all-Ukrainian non-profit public organization, which unites the owners of estates and is the initiator of the spread of ideas for the rural green tourism development was founded in 1996. [6]

The purpose of its operation is to popularize recreation in the Ukrainian countryside, promote the development of rural infrastructure and self-employment of the rural population, preserve cultural heritage and the natural environment. On the initiative of the Union, regional units (centers) of rural green tourism were created and are successfully functioning in 17 regions of Ukraine. They are engaged in informing about the recreational opportunities of the regions, work on the image of their region and control the quality of the tourist services provision by the relevant entities.

About 850 estates in 20 regions of the country are members of this association of citizens. However, it is impossible to accurately determine the number of offers on the rural tourism market, because even more hosts operate independently.

The development of rural green tourism should be supported both at the state level and at the level of public organizations. Its main aspects are agrarian-social, cultural-tourist and ecological-natural. Therefore, for the successful development and regulation of rural green tourism, the interaction of state and public structures that take care of the relevant industries is necessary.

To support the development of rural green tourism at the regional level, it is necessary to implement measures aimed at creating a highly profitable tourism industry, which should provide for the needs of domestic and international tourism, taking into account the natural - climatic, recreational, social - economic and historical - cultural potential of the region and its opportunities.

The development of rural green tourism and the creation of an information electronic database of estate owners who are engaged in tourism activities for the provision of rural green tourism services through the Internet, tourist resource cadastres, the release of advertising and informational catalogs of rural green tourism objects will attract the attention of the population to recreation in rural area and will make it easier for tourists to choose a place to rest, and will also facilitate the process of selling the tourist services they offer and increase their volume, which in turn will ensure a higher level of their efficiency. [2, pp.105-106]

Natural - recreational conditions, climatic - landscape resources, historical - cultural potential should be considered very favorable for the development of rural green tourism. National and landscape parks play an important role in the further development of rural green tourism, because they provide an opportunity to combine a full-fledged rest with learning about the natural and historical and cultural potential of the region. Many tourists like to visit these sites, country estates can be the best overnight base for travelers. The use of national and landscape parks in rural green tourism will be a favorable and desirable factor for the development of the local economy and the improvement of the local population welfare.

The peculiarity of the tourist package of green tourism services is to meet the needs of vacationers by combining the efforts of individual farms, for example, food and accommodation - in one farm, obtaining additional services - in another, etc. There is a simultaneous combination of other equally important, but auxiliary elements (components) of rural infrastructure (restaurants, cafes, shops, etc.). A tourist product, which acts as a complex of services aimed at meeting the needs of tourists during a trip, and is the main product on the tourist market in the field of rural green tourism, depends on the following criteria: the quality of accommodation and food, the optimal ratio of prices and farm services, weather conditions, ecological situation in this area. An unsatisfactory situation according to at least one of the criteria listed above can lead to a decrease in consumer demand for recreation in this area. And since demand is the main regulator of the price level, the specified features will allow to ensure a higher level of the rural green tourism development in a certain territory and will position it as an important means of stimulating and investing in the socio-economic development of the village: promoting the development of the village infrastructure, comprehensive development of rural areas and rural infrastructure, creating new sources of income for the rural population, as well as better provision of rest for city dwellers in rural areas; popularization of Ukrainian culture; dissemination of knowledge and information about historical, natural, ethnographic features of Ukraine.

The above-mentioned features will also contribute to the effective improvement of a person's mental and physical condition. Wonderful natural landscapes, clean air, healthy natural food, exciting adventures - all this allows you to acquire a special moral and psychological state, which is completely different from the one inherent after a vacation on the sea coast. The production of rural products, the use of traditional products, national culture and natural resources, assistance in

agricultural activities will help the tourist discover the authenticity of folk traditions and the unique beauty of the surrounding nature.

Summarizing the above, we can conclude that at the current stage, rural green tourism remains a highly promising branch of tourism, is of great importance for the economy of Ukraine, attracts not only domestic tourists, but also tourists from many countries of the world, contributes to the establishment of foreign economic relations with various states. Every year the development of rural green tourism in the regions of Ukraine becomes more powerful and one of the promising ways of solving social issues related to the employment of the population in all regions and their socio-economic development. Fulfillment of the tasks set for the further development of rural green tourism will contribute to its quality development, organization and management, as well as the attraction of investments in the tourism industry and the economy of Ukraine.

References

1. Gutkevych S.O., Haba M.I. (2013) *Sil'skyy zelenyy turizm: upravlinnya ta rozvytok. "Karpatskyy rehion"*. [Rural Green Tourism: Management and Development. "Carpathian region".] Lviv, Ukraine. [in Ukrainian]
2. Gutkevych S.O., Haba M.I., Korin'ko M.D. (2016) *Pryvablyvist' Ukrayins'kykh Karpat: sil's'kyy zelenyy turizm*. [Attractiveness of the Ukrainian Carpathians: rural green tourism.] Kyiv, Ukraine: NUKHT. [in Ukrainian]
3. Didyk N. V. (2017) Rozvytok zelenoho turizmu – priorytetne zavdannya dlya Ukrayiny. [The development of green tourism is a priority task for Ukraine.] *Ekonomika i suspil'stvo*, 9, pp. 763-767. [in Ukrainian]
4. Dyuk A. A., Burlaka N. I. (2018) Rozvytok zelenoho turizmu v Ukrayini. [Development of green tourism in Ukraine.] *Efektivna ekonomika*, 12. Retrieved from: <http://www.economy.nayka.com.ua/?op=1&z=6795> [in Ukrainian]
5. (2021) Zakon Ukrayiny «Pro sil's'kyy zelenyy turizm»: Proekt Zakonu Ukrayiny vid 05.03.2021 r. No. 5206. [Law of Ukraine "Rural Green Tourism": Draft Law of Ukraine dated

03.05.2021 No. 5206.] *Verkhovna Rada Ukrainy*. Retrieved from:
http://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=71321 [in Ukrainian]

6. (2022) *Ofitsiynyy sayt Spilky spryannya rozvytku sil's'koho zelenoho turyzmu v Ukraini*.

[The official website of the Association for the Promotion of the Development of Rural Green Tourism in Ukraine.] Retrieved from: www.greentour.com.ua [in Ukrainian]

Editorial Office

Global Academics, International Journal of Advance Researches

3401 Townsend Blvd. Suite 204. Jacksonville, FL 32277

United States of America.

Email: editor.globalacademics@gmail.com

Phone: +1-904-428-3807

+1-904-428-6275

Website: www.i-journal.org

Copyright © 2022 World War III Prevention Project, Corp.

All rights reserved.

ISSN: 2641-9823