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The success of modern society is determined by its ability to innovate. Intellectual capital and its factors are the key elements that determine the ability of economic systems to develop innovatively. This Issue is dedicated to this topic.

Contents

Bazhenkov Ie., Safonov Yu. <i>The conceptual plane of intellectual capital as a paradigm of reproduction of the national economy.</i>	4
Pavlenko O. <i>The Concept of Forming the Communicative Culture of a Future Social Worker in the Process of Professional Training within the University Education System.</i>	18
Berezhna T. <i>Structure and Signs of the Teacher's Innovative Professional Activity.</i>	40
Divinska N., Kolomoiets H., Malechko T., Rebryna A. <i>The Significance of Informal Education for Educators in Today's Conditions.</i>	51
Bahinskyi D., Bashuk A., Safonov Yu. <i>Socio-economic concepts of segmental components of the publishing industry.</i>	59

**THE CONCEPTUAL PLANE OF INTELLECTUAL CAPITAL AS A PARADIGM OF
REPRODUCTION OF THE NATIONAL ECONOMY**

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Abstract

In the conditions of global transformative changes, a particularly important role is assigned to innovation and investment processes, which are the driving force for ensuring the development of the national economy and its segments. Innovation and investment processes form intellectual capital, which is the basis for the socio-economic development of the country as a whole, as well as for the successful operation of individual economic entities.

Keywords: intellectual capital, labor, national economy, environment, factor.

Intellectual capital is a structurally complex phenomenon, which, along with the elements of humanitarian and consumer capital, includes the so-called structural capital, respectively, includes innovative capital, and the latter - a complex of objects that constitute intellectual property. [3]

A significant contribution to the research of the fundamental factors of intellectual capital was made by: E. Brooking, V. Geitz, J. Galbraith, L. Edvinson, S. Ilyashenko, R. Kaplan, K. Kovtunenکو, M. Malone, D. Norton, T. Stewart and others. Research on human capital of tourism infrastructure enterprises, management and protection of intellectual capital of service-oriented companies by N. Bontis, T. Engstrom, H. Rudezh, T. Myhalich, A. Kianto, S. Yanosevych and others become valuable. Approaches to the formation of theoretical provisions for the management of intellectual capital of domestic enterprises were reflected in the scientific works of N. Gavkalova, O. Garafonova, V. Heits, O. Grishnova, S. Ilyashenko, O. Kendyukhov, A. Kolot, O. Litvinov, V. Margasova, O. Sobko, A. Cherep, V. Shcherbachenko and others.

For the first time in 1969, the famous economist J. Galbraith used the term "intellectual capital" to study intellectual activity in the relevant environment.

Intellectual capital is one of the types of capital, which has the corresponding characteristics of capital and reproduces, at the same time, the specifics and features characteristic only of it (intellectual capital). [1]

Intellectual capital is knowledge that can be converted into value, or it is the sum of everything that employees know and possess and that forms the competitiveness of a business entity; this concept is difficult to accurately identify and even more difficult to use effectively. [2]

Intellectual capital is knowledge expressed in the form of assets, which to the greatest extent increase the competitiveness of a business entity, generating added value for its shareholders. [5]

E. Brooking identifies intellectual capital and intangible assets of the enterprise, which are the basis of its existence and competitive advantages. The main components are: human assets (knowledge, experience, creative abilities, etc.), intellectual property, infrastructure and market assets. [4]

Thus, intellectual capital is an integral interaction and interdependence of human, organizational and consumer capital, which, due to knowledge, skills, experience, know-how, intellectual property and socio-economic ties, ensure the creation of added value and influence the innovative development of the corresponding socio-economic system.

In the structure of intellectual capital, it is worth distinguishing two components: resource and potential, that is, the opportunity and ability to effectively realize intellectual capital. The division of intellectual capital into resource and potential parts makes it possible to more accurately

analyze and evaluate its level, to find "bottlenecks", to reasonably develop measures aimed at its development and implementation in relation to specific market conditions. Human, organizational and consumer capital should be considered as subsystems of intellectual capital, which is itself a complex system. They constantly interact with each other. At the same time, the manifestation of a synergistic effect, both strengthening and weakening, is possible. [4]

Intellectual capital is the result of the process of transforming knowledge and intangible assets into useful resources that can provide competitive advantages of the relevant socio-economic system.

Intellectual capital is one of the main elements of an effective strategy for the development of the national economy and an important tool for acquiring and maintaining competitive advantages of any economic entity. Qualitative changes in the national macroeconomic environment create the need for continuous and fundamental innovations in economic activity, supported by appropriate management tools, including forecasting, planning, accounting, control, analysis and evaluation. Innovations for economic entities are additional profits, improve competitiveness indicators and ensure strategic development.

The intensive growth of the role of intellectual capital in the process of development of the national economy and relevant socio-economic systems is actualized by many scientists.

The study of factors affecting the development of the national economy allows us to conclude that its structural restructuring is taking place, which entails a change in the structure and necessary competencies of management personnel. The intensification of eliminations is obvious - from the technical and technological structure of the development of the national economy to the intellectual one. It should be noted that the share of services prevails in socio-economic activity, the role of intellectual labor is growing sharply, transaction costs for digitization of business processes, promotion of products (services), consulting services for business entities, etc. are increasing.

Increasing instability in the national macroeconomic environment, reducing the predictability of crises while simultaneously increasing their depth require a significant expansion of the horizon of macroeconomic forecasting.

The complexity and inconsistency of the process of intellectualization of the results of economic activity, as well as the peculiarities of solving the tasks of intellectual intra-corporate

reproduction, which make it necessary to specify and detail the subject-object integrity of the strategic management of intellectual capital in the relevant socio-economic system.

The defined integrity is objectively determined by the essential unity of intellectual capital, which visualizes the system of actualized innovative knowledge used in the relevant economic system to reproduce vital values and ensure strategic development.

The constant formation and development of intellectual capital, and, therefore, the sought-after process of conscious influence on the dynamics of the creation and use of relevant intra-industry competences, starting from the stage of their emergence or actualization and ending with the stages of their capitalization and further commercialization, require management personnel to develop a modern toolkit for strategic management of intellectual capital and innovations in the educational sector.

The main goal of strategic management of intellectual capital and innovations in the educational sector is to ensure the highest possible high efficiency of intra-industry intellectual capital, as well as to preserve its quality, relevance, operability and renewability.

The effective effectiveness of transformations in the educational sector is determined by the influence of intellectual capital on labor productivity, which significantly affects intra-branch strategic development.

The key factor affecting the strategic development of any segment of the national economy is human intelligence, the social and economic efficiency of creating intellectual capital, and the factors influencing Ukrainian society.

Intellectual capital is a competence resource of socio-economic development of the educational sector, and social-labor relations reflect the main parameters of intra-industry intellectual capital development.

Intellectual capital is capital embodied in knowledge, skills, experience, personnel qualifications, intangible resources and communications. The return of such capital is carried out in the form of the quality and productivity of labor resources.

The problems of intellectual capital are actively and productively researched all over the world, and it is generally accepted that it is intellectual capital that has become the driving force behind the development of individual international companies and national economies.

Intellectual capital is focused on the following elements:

- A set of competencies of labor resources and accumulated experience;
- Intangible assets or intellectual property;
- Information and communication links.

Among the essential features of intellectual capital as a philosophical socio-economic category, the following are decisive:

- Based primarily on the intellectual properties of natural persons;
- Have the property of accumulation;
- Provide future socio-economic benefits: in the form of meeting the needs of society, income from intellectual capital as an economic resource and increased income from other resources as a result of the functioning of intellectual capital;
- Form capital, lasting and sustainable competitive advantages of business entities.

The study confirms that the effectiveness of the implementation of intellectual capital in the relevant socio-economic system is largely determined by the state of its organizational component. The existing realities of the formation and development of the digital economy and the growing role of innovative factors in economic activity initiate the creation of fundamentally new forms of labor organization in the national economy, which fundamentally change the nature of work and the management system, ensure transparency, the degree of freedom and flexibility in the behavior of labor resources.

The concept of intellectual capital is constantly being improved under the influence of increasing changes in the global space. Intellectual capital is a quantitative and qualitative characteristic that determines human ability and instrumental support to create products, services or added value.

Three components should be singled out in the structure of the intellectual capital of the educational sector:

- Human capital of the educational sector - knowledge, skills, abilities, experience, creative way of thinking, creative abilities, innovations, moral values, intra-industry work culture, etc.;
- Organizational and functional capital – licenses, certificates, patents, know-how, concepts, trademarks, technical and software, organizational and functional structure, intra-industry corporate culture, etc.;
- Interface capital – information and communication links with stakeholders (individuals and

legal entities).

Thus, intellectual capital in the educational field is a set of intra-branch knowledge, abilities, skills, intangible assets and information and communication links used to meet various needs of individuals and society as a whole.

The main vector of the modern development of the educational industry and its business entities is aimed at the digital intellectualization of educational technologies and processes. We note that methodical approaches to the economic assessment of the intellectual component, as a basic factor that determines the competitiveness and economic sustainability of the educational sector and its economic entities, do not meet the requirements for the assessment of the basic factor in intellectually rich activity, as a significant indicator socio-economic stability of the subject in the macroeconomic environment.

It should be noted that the solution to the problematic issues of the effective use of intellectual capital in the educational sector and its subjects of activity in the context of the development of the relevant intra-industry potential involves the coordination of purposeful actions and strategic processes at all levels of functioning. The formation of intellectual capital in the educational field in the context of the levels of functioning is visualized in fig. 1.

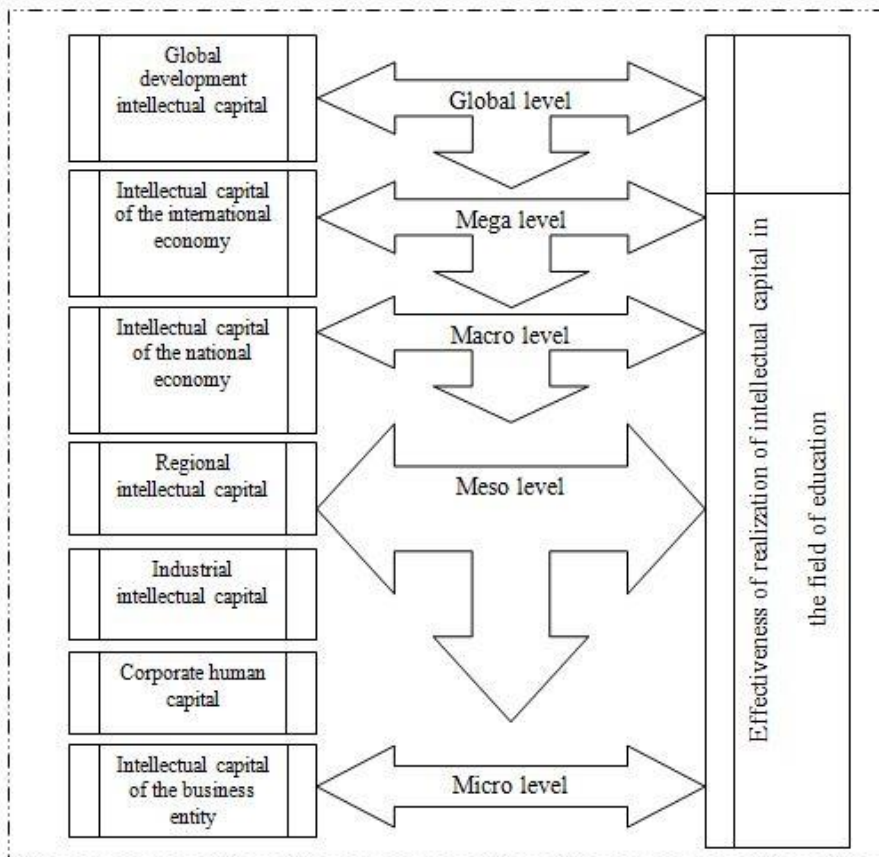


Figure 1. Formation of intellectual capital in the educational field in the context of levels of functioning (Author)

Intellectual capital is a socio-economic characteristic of the educational sector that reflects its development and strategic potential.

Modern features of the creation and development of intellectual capital in the field of education:

- Intellectual capital is a socio-economic component of the functional system of the educational sector;
- Intellectual capital is a strategic value of the educational industry;
- The main factor of socio-economic transformations in the educational sector;
- Integration processes significantly affect the state and development of the intellectual capital of the educational sector;
- Intra-industry intellectual capital in the form of modern competencies is a certain stock of knowledge, skills and abilities that are constantly accumulated and improved;
- The formation of intellectual capital in the educational sector requires significant capital investments from stakeholders;
- The intellectual capital of the educational sector constantly wears out under the influence of the time factor, changes its own value and is amortized;
- The effective use of intellectual capital in the educational sector is controlled at all levels of intra-industry management.

In the works of Ukrainian researchers, the set of objects that are a part of intellectual capital are called assets, just as in the structure of material and financial resources in the Report on the financial condition of the business entity (Balance). However, the term "asset" includes certain economic and legal attributes that the main resource of intellectual capital does not possess - competences, knowledge, skills, experience, etc. Therefore, in the study of intellectual capital in the system of reproduction and innovative development of the national economy and the educational sector, it is appropriate to use the term "holdings".

Assets are tangible and intangible resources of the educational industry, which do not necessarily have liquidity and property objects. They include, in particular, assets that represent one of the parties in the Report on the financial condition of the business entity, which reflects in monetary terms all tangible and intangible resources that belong to it. In this case, the intellectual capital of the business entity covers both tangible assets and intangible assets such as licenses,

accreditation certificates, patents, trademarks, operating technologies and computer programs, and intangible assets - competence, knowledge, skills, technical skills, business opportunities, reputation, etc.

The production of new intellectual assets is an effective task of the educational industry and its segments.

In the educational field, higher education of new labor resources becomes such new intellectual assets (as a set of systematized knowledge, skills and practical skills, ways of thinking, professional, worldview and civic qualities, moral and ethical values, other competencies in accordance with Article 1 of the Law of Ukraine "On higher education" dated July 1, 2014 No. 1556-VII), as well as new professional experience (knowledge) of scientific and pedagogical workers, which is accumulated and used during each educational cycle. The successful realization in professional activity by the graduates of their intellectual capabilities (resources), the formation of which was related to ZVO, is connected with one more of its intellectual assets, namely, with the business reputation and the emergence of new external connections (relationships), information channels [6].

Intellectual capital resources of the educational sector can be grouped into the following groups:

- Intra-industry human assets – a set of individual and collective competencies, knowledge, skills, experience, creative abilities, educational, technological and management skills, communication ties, etc.;

- Intra-industry market holdings and assets - related to operations on the educational services market and ensuring competitiveness in the intra-industry environment: holdings (contracts and agreements, business cooperation, order portfolio, stakeholders) and assets (licenses, accreditation certificates, trademark, goodwill), franchises, contracts, etc.);

- Intra-industry structural assets and assets - ensure the successful functioning of entities in an intra-industry environment: assets (databases, intra-industry corporate culture, management strategy, information and communication technologies) and assets (patents, copyrights, software, etc.).

Note that, depending on the specific situation, individual intellectual resources of the educational sector can simultaneously be an asset that has the appropriate book value and

property rights, and assets that do not possess such properties.

The success of the innovative development of the national economy, based on knowledge, determined new ideas about capitalization, which for the educational sector is formed mainly on the basis of intellectual capital, which prevails over material capital. The most significant share of intellectual capital is human capital, which is formed in the educational process during the acquisition of appropriate education in an effective educational system, and ultimately determines the pace and quality of the development of the national economy.

The main types of capital investments in the intellectual capital of the educational sector:

- Expenses for education, which is focused on obtaining appropriate educational and professional qualifications, which are acquired at the expense of obtaining general, professional and integral competencies;
- Expenses for the formation of intra-industry structural holdings and assets;
- Expenses for securing intra-industry market holdings and assets;

The following scientific works are aimed at researching the essence of intellectual capital:

- S. Ilyashenko, E. Golysheva, A. Kolodka ("Management of intellectual capital of the enterprise");
- P. Drucker ("Tasks of management of the 21st century");
- E. Kuznetsov ("Methodology of professionalization of managerial activity in Ukraine");
- M. Armstrong ("Management of human resources");
- O. Pyshchulin ("Development of human capital: on the way to quality reforms of activity in Ukraine");
- K. Kovtunencko, L. Skorokhodova ("Features of accounting and evaluation of intellectual capital as a factor of innovative development of an industrial enterprise") and others.

The development of intellectual capital in the educational sector depends on:

- Improvement of the system of educational activity;
- A well-founded state policy of supporting the development of intellectual capital in the field of education;
- Solving migration issues and complex demographic problems;
- Improvement of educational infrastructure;
- Development of partnership in the educational sphere;

- Support at the appropriate level of entrepreneurial initiatives in the educational sphere;
- Support of innovative and investment processes in the educational sector;
- Strategies for the development of the educational sector and its structural segments.

Intellectual capital is an intangible asset that transforms the obtained human and intellectual potential into relevant benefits:

- Socio-economic - for individuals and society;
- Financial and economic - for the educational sector and the national economy.

The Ukrainian scientist, Professor E. Kuznetsov systematically substantiated that "a feature of the modern stage of social and economic development of society is the process of formation and development of human capital, which, first of all, requires the development of new forms of professional management system. It is management that is a certain dominant force that forms a constantly higher level of human capital. Effective management activity creates an innovative format for the active formation of intellectual capital, which is, without exaggeration, the main factor in the competitiveness of modern development. In fact, a new concept of the development of the processes of professionalization of management activity is being created, which should ensure the effectiveness of management education, science and practice based on their system-integral interaction". [7]

The structural model of strategic management of intellectual capital in the educational sector is presented in fig. 2. It visualizes the coordination between elements that are interconnected by logical connections of vertical and horizontal direction, which ensures the efficiency and effectiveness of the system of strategic management of intellectual capital in the educational sector to ensure the realization of its strategic potential.

Human capital plays the main role in the creation of intellectual capital in the educational sector due to the knowledge, skills and experience of employees, whose professional qualities are the mechanism for creating intellectual products. This forms the bulk of intra-industry intangible assets.

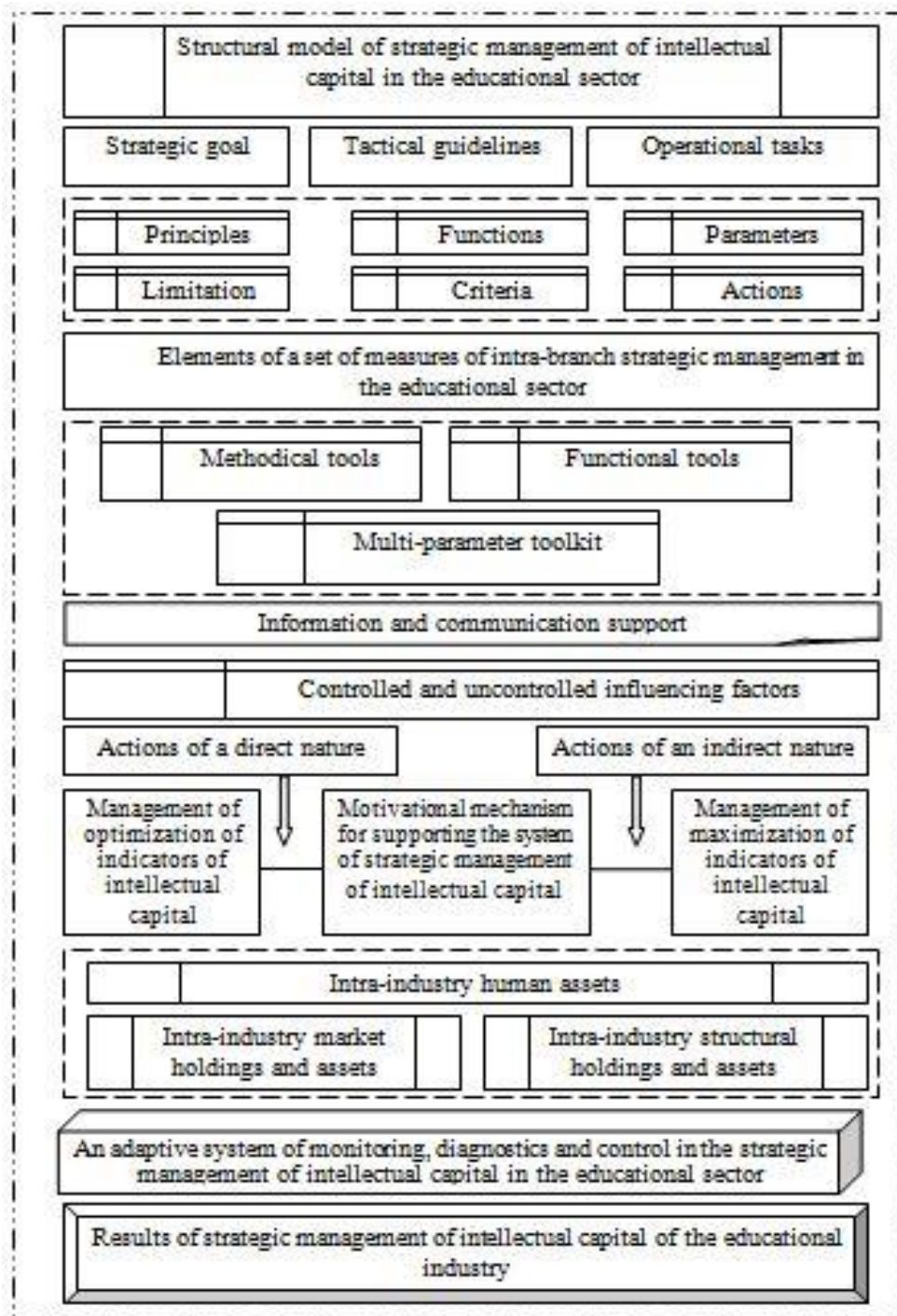


Figure 2. Structural model of strategic management of intellectual capital in the educational sector (Author)

The intellectual capital of the educational sector is characterized by a higher degree of development compared to other functional forms of capital, the criterion of which is a more stable level of intra-industry socio-economic growth and the efficiency of its structures.

Intellectual capital in the educational field, developing on the basis of previous forms of capital, which covers the main properties and at the same time has its own meaning, which is determined by the feature of functions:

- Availability and progressive development of intra-industry intellectual property;

- The formation of a creative type of thinking of employees in the educational field, scientists, management, forms and implements the main models of reproduction of each intra-industry specific socio-economic system and their aggregate;

- The predominant formation in this system of the capital of the intellectual center, which gradually covers the entire set of factors of educational activity, distribution, exchange, etc.

It is necessary to state that the main purpose of the human capital of the educational sector, as a part of the intellectual capital, is to create and spread innovations in the intra-industry environment.

Thus, the transformation and conversion of the main components of intellectual capital in the educational sector and their main elements determine the process of formation and development of intra-industry intellectual capital. The formation of intellectual capital in the educational sector is carried out through the regrouping and management of intra-sectoral intellectual resources, the conversion of intellectual resources into other socio-economic or intangible resources, and the purpose of this process is to contribute to increasing the value of the educational sector for the national economy and society.

Ensuring the priority expanded reproduction of intellectual capital in the educational sector is a complex task that can be solved by joint intra-industry efforts, as well as by state, regional and local authorities, which will contribute to the innovative development of the national economy. The education sector should develop a system of professional and technical education, which will significantly ensure the growth of intellectual potential and capital on a national scale, and economic entities will receive competitive labor resources through adaptation to their operating conditions within the scope of advanced training, retraining, certification, etc., which will ensure the formation of , development and will reproduce the intellectual capital of the educational sector and the economic system of the country as a whole.

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**THE CONCEPT OF FORMING THE COMMUNICATIVE CULTURE OF A FUTURE
SOCIAL WORKER IN THE PROCESS OF PROFESSIONAL TRAINING WITHIN THE
UNIVERSITY EDUCATION SYSTEM**

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Abstract

The article focuses on the author's concept of forming the communicative culture of a future social worker during his/her professional training within the university education system. Having a high level of the communicative culture is of particular importance for a social worker, since communication is the basis of his/her professional activities. Based on the analysis of the scholarly papers on the issue of the importance of forming the communicative culture of future specialists in various spheres of activities, it has been found that this issue is very relevant, and is in the field of view of many scholars who consider the communicative culture in different aspects. At the same time, despite the large amount of research, the issue of forming the communicative culture of a future social worker has not been examined in a comprehensive way. The lack of a comprehensive theoretical and methodological substantiation of the formation of the communicative culture of a future social worker during the process of his/her professional training within the university education system is traced; the conceptual foundations for the formation of this complex personality phenomenon are not defined as are pedagogical conditions therefore; insufficient attention is paid to the development of a comprehensive methodology for forming the communicative culture of a social worker and other aspects of the issue. We were confronted with an urgent need for a comprehensive theoretical and methodological justification for the formation of the communicative culture of a future social worker, where one of the key issues is the development and substantiation of conceptual provisions therefore.

Keywords: concept, methodological foundations, conceptual provisions, formation of the communicative culture, future social worker, university education system.

Introduction

Training highly qualified specialists meeting international standards, capable of professional growth and mobility under the modern conditions of the development of new science-intensive technologies, is impossible without the formation of a developed culture of professional communication. Having a high level of the communicative culture is of particular importance for a social worker, since communication is the basis of his/her professional activities. The professional activities of a social worker, in which achieving professional goals and solving professional tasks is in the domain of professional communication, is implemented through the communicative interaction of the social worker and the client.

A social worker who is well versed in the social work theory, but does not know how to communicate, cannot efficiently assist the client. A low level of development of the communicative culture of a social worker makes it impossible for him/her to provide high quality social assistance to a client who found himself/herself in a hardship. It is on the level of culture of the professional communication of social workers that the crisis situations that arise in the lives of their clients depend. The formation and development of the communicative culture of future social workers are designed to form key ideas that ensure a socially acceptable level of interpersonal interaction between the social worker and the client.

We can state that in today's context, when the requirements for the professionalism of graduates of higher education institutions are becoming increasingly demanding, while the competition in the labor market is constantly intensifying, the issue of forming the communicative culture of future social workers is very relevant. Of particular importance is researching theoretical and practical aspects of the issue of forming the communicative culture of future social workers under the conditions of university education system as the main institution for training social workers.

Objective – to substantiate the conceptual provisions of forming the communicative culture of a future social worker during the process of his/her professional training within the university education system.

Literature Review

The analysis of the scientific literature proves that the issue of conceptualization of the communicative culture is very relevant, and is in the field of view of many scholars who consider the communicative culture in various aspects. Thus, E. Pavlenko [11] (Pavlenko E., 2021) considers communicative culture as a complex personal formation; formed personal qualities of a social worker, which are determined by cultural and axiological attitudes; as an essential criterion of socialization of the individual. N. Volkova, I. Poltoratska, V. Ternopil'ska and others investigate the issue of the essence of communicative culture as a complex personal and professional education; issues of communicative interaction in professional activity; pedagogical conditions for the formation of communicative skills and communicative culture of the individual. The issue of conceptualization of the communicative culture as a specific feature of communication in different types of social practice is reflected in the papers of H. Bevz, I. Gryga, T. Semihina, T. Tartachnyk and others. Features of pedagogical communication with a client were considered by L. Bazylevska, A. Kapska, O. Kobriy, G. Myasoid and others.

Also important for our research are the papers by foreign scholars, in which issues of the communicative culture, communicative competence, communicative interaction, etc., are discussed. These issues are investigated in the papers by K. Berry, H. Melenk, G. Allport, M. Heidegger, M. Halliday and others.

Of a certain interest for our research is the issue of the new communicative paradigm that is based on personality-oriented theories: C. Rogers's humanistic psychology, A. Bandura's social-cognitive theory, D. Kolby's empirical teaching, R. Garre's new paradigm social psychology, G. Kelly's personality constructive theory, etc.

The analysis of the scientific literature gives us grounds to state that, despite the increasing attention of researchers to the issue of forming the communicative culture of future specialists in various fields of activities, that issue still remains debatable. The issue of forming the communicative culture of a future social worker has not been considered in a comprehensive manner. Thus, A. Kapska [6] (Kapska A., 2007). explores this issue from the point of view of the formation of the speech culture and eloquence of a social pedagogue; O. Karpenko [7] (Karpenko O. H., 2007) defines communicative professional qualities of a social worker; D. Godlevska [5] (Hodlevska D. M., 2014) examines certain aspects of the communication culture and defines the

range of communication skills of a social worker. However, the issues of holistic theoretical and methodological substantiation of the formation of the communicative culture of a future social worker during the process of his/her professional training within the university education system, conceptual foundations, pedagogical conditions, techniques of formation of the communicative culture, development of a comprehensive methodology for the formation of the communicative culture and other aspects of the problem in question have so far been poorly researched. The above circumstances, the relevant importance of this issue, and its insufficient elaboration in a comprehensive way have conditioned the choice of our scientific research named "Theoretical and methodological principles of the formation of the communicative culture of a future social worker during the process of his/her professional training within the university education system".

Research Method

A number of methods were used to realize the goal: the method of theoretical analysis of scientific sources; the method of comparative analysis, with the help of which the theoretical approaches to defining the essence and features of the concept "concept" available in the scientific literature were compared; method of generalization and systematization for definition and author's interpretation of the concept "concept"; the method of system-structural synthesis and analysis, which was used for the purpose of structuring and implementing the main conceptual directions for updating the content of professional communicative training, forming the communicative culture of the future social worker.

Result

The concept of forming the communicative culture of a future social worker constitutes a complex goal-oriented system of theoretical-methodological and methodological-procedural knowledge of the norms and values of the communicative culture that is based on the idea of forming the communicative culture of a future social worker through the implementation of culturological-axiological, competences-based, personality-oriented, activity-creative and content-procedural approaches to the professional training of future social workers within the university education system. Methodological principles serve as a conceptual foundation for

solving the problem under research, which necessitates the development of a concept of forming the communicative culture of a future social worker.

The "New Dictionary of the Ukrainian Language" [17] (Yaremenko Vasily, Slipushko Oksana, 2004), the "Philosophical Encyclopaedic Dictionary" [16] (Shinkaruk V. I., 2002), the "Dictionary-handbook of professional pedagogy" [15] (Semenova A. V., 2006), the "Explanatory dictionary of an economist" [3] (Goncharov S. M., Kushnir N. B., 2009) and others indicate that a concept is a worldview, world understanding, beliefs, a set of scientific views, a system of proofs for a certain provision; a certain way of interpretation; a guiding idea for treatment of any object, phenomenon or process.

Of particular significance for our research is the interpretation of the notion of "concept" in terms of the pedagogical science, where the terms "concept" and "pedagogical concept" are used simultaneously. Thus, the author of the "Ukrainian Pedagogical Dictionary" S. Goncharenko [4] (Goncharenko S., 1997) interprets the pedagogical concept as "a system of views on a particular pedagogical phenomenon, process, way of understanding, interpretation of some pedagogical phenomena, events; leading idea of pedagogical theory" [p. 177]. A similar opinion is held by O. Dubasenyuk [1] (Dubaseniuk O. A., 2014), K. Kuchyna [9] (Kuchina K., 2014) and others.

In scientific and pedagogical works, the concept of "pedagogical concept" is interpreted as: a system of critical views on the real university reality and the corresponding search and proposal of new constructive ideas [2] (Gladush V., Lysenko G., 2014); a certain approach is determined by personal, social and professional development and is aimed at improving professional knowledge, abilities, skills and personal qualities of future social teachers and social workers [10] (Nychkalo N., 2001); a set of generalized provisions or a system of views on understanding the essence, content, methodology and organization of the educational process, as well as the peculiarities of the educational activity of subjects during its implementation [9] (Kuchyna K., 2014); a system of views on a certain pedagogical phenomenon, which characterizes the researcher's idea, leading ideas, goals, basic principles, functions, factors, methods of solving problems, etc. [8] (Kovalchuk Larysa, 2013).

The analysis of scientific works made it possible to reach a generalized conclusion that the concept is a complex of key provisions (ideas) that sufficiently fully and comprehensively reveal the essence, content, and peculiarities of the phenomenon under study, its existence in reality or

practical human activity. The concept is a kind of reference point for any scientific and pedagogical research, and also contributes to the effective solution of problems and the achievement of planned results in the modern conditions of reforming the educational sector.

We will regard the notion of "concept" as a system of views that determine the understanding of phenomena and processes united by a fundamental design; a set of scientific knowledge about an object; a form of presentation of the results of a research work, a core of a certain theory; as a leading design (idea) in the structure of professional training for the formation of the communicative culture of a future social worker [12, p. 92] (Pavlenko O. O., 2016).

The problem of forming the communicative culture of a future social worker must be solved from the standpoint of the holistic personality of the specialist of the highest qualification taking into account his/her future creative professional activities built on pedagogical interaction, cooperation and co-creation of their participants; harmonization of the intellectual and emotional factors in its structure; focus on organizing the process of training a future social worker to ensure the positive dynamics of that complex personality phenomenon as an important characteristic of professionalism.

The efficiency of solving that problem depends not only on the critical rethinking of theoretical foundations and the isolation of the methodological basis, but also on outlining the main areas of the restoration of the theoretical and methodological aspects of professional training of future social workers within the university education system. The process of democratization, the reorientation of professional training towards the personality of the future social worker as an entity of educational activities require other theoretical and methodological provisions, a new interpretation of pedagogic reality, a more complex model of organizing professional training for the formation of the communicative culture of students.

Theoretical provisions are needed, such as: a strategy for enhancing professional training for the formation of the communicative culture of future social workers within a set of methodological approaches (culturological-axiological, competences-based, personality-oriented, activity-creative and content-procedural ones); the organization of professional training of a future social worker in terms of personality requirements, which demands substantiation and disclosure of the internal structure of that process that reflects the integrity of the communicative culture of the social worker as a complex personality phenomenon, the unity and interdependence

of the structural components of the communicative culture, stage structure of the formation thereof, which ensures the implementation of a certain level of the communicative culture. In addition, conceptual provisions contribute to the modelling of the process of forming the communicative culture through the creation and implementation in the educational process of institutions of higher education of a structural model of the system of formation of the communicative culture of a future social worker.

Structuring and updating the content of professional training regarding the formation of the communicative culture of a future social worker involves several areas.

1. Strengthening the personality and practical orientation of training future social workers within the university education system for the formation in them of the communicative culture.

The problem of modernization of higher university education for the purpose of enhancing the level of professional training conditions the circumstances, in which students act as entities of creative cognitive activities, active participants in the educational process, and entities of their own professional advancement. In this regard, the focus on personality as an important professional value is an important systemic factor in training future social workers as are the development of their personality-related potential, the ability to navigate complex social and professional problems, pro-active stance, active attitude, creativity, and creation of conditions for personal professional fulfilment of each participant in the educational process.

The focus of training of future social workers in the context of university education on the personality-related conditions the intensification of their cognitive activities, the conformity of goals and objectives of the training to its content, the conformity of the methodology and the techniques to interests, mindsets, motivations, needs, and value orientations of students. The formation of the personality of a future specialist is based on his/her perception of and his/her involvement in the cultural experience of professional values and moral standards of the society. In the process of professional training of future social workers, the development of their personality-related qualities acts a value provided there are full freedom and creative choice of the necessary forms, methods and learning techniques for the efficient organization of that professional training. In the content of training of future social workers, a special role is primarily given to the revealing of the meaning and the nature of the professional development, the formation of the communicative culture, the conceptualization of the personality-related

capabilities and the prospects of their personalities and professional formation.

In the professional training of a future social worker, the personality orientation is inextricably linked to the practical orientation. The quality of professional communication training of future social workers is improved by enhancing the practical orientation of the content and organization of the educational process at the institutions of higher education. In the course of his/her professional training, a student acquires experience of the basic types of future communication activities, and the practical orientation of that training therefore creates conditions for the formation of the communicative culture. The experience of communicative activities is an inner condition for the movement of the personality to his/her goal, it determines the readiness of the personality to perform certain professionally significant actions and operations on the basis of communicative knowledge, competences and skills already acquired and assimilated. The experience of communicative activities is made up of the experience of evaluative, professional and socially significant activities.

The successful implementation of that conceptual provision occurs as a result of the application of the individual pedagogical and collective pedagogical interaction techniques during the process of the professional training of future social workers. It was established that performing various tasks aimed at mastering communicative knowledge and developing competences and skills (game and problem situations, analytical tasks, development and presentation of one's own projects, learning support materials, etc.) have a positive effect on the formation of the personality-related and professional qualities of future social workers as does performing mutual evaluation tasks, self-analysis and self-evaluation of one's professional advancement, as well as determining one's own level of communicative culture.

Consequently, the orientation to the personality-related and practical professional communicative activities during the process of training future social workers within the university education system provides a real opportunity to counteract the authoritarian approach, since that orientation is built on a humanistic, subject-agency foundation, which creates conditions for creativity, self-actualization and self-development of the personality.

2. Axiological orientation of the formation of the communicative culture. The axiological orientation of forming the communicative culture of a future social worker accumulates the totality of values and social orientations that act as regulators of professional activities.

The central concept of axiology is the one of values that are reproduced and become implemented in the culture of a personality (the hierarchy of life's and professional values, their impact on the process of development and self-development of the personality).

The axiological orientation ensures the humanistic orientation of education and regarding a personality as the highest value of the society. The issues related to the personality as the highest value are found in the academic papers of such scholars as, I. Bekh, V. Rybalka and O. Sannykova. Thus, V. Rybalka [14] (Rybalka V. V., 2009) emphasizes that the personality is really the highest value, "<...> is the source and creator of other, peripheral to him/her, spiritual and material values, and through producing those values, he/she is also the entity of creating himself/herself as a central value." [p. 11].

The significance of the axiological orientation for the formation of the communicative culture during the process of training a future social worker lies in the focus of the professional education on the formation in students of a system of universal and professional values that determine the students' attitude to the world, to value-oriented cultural and communicative activities in their professional work, to themselves as human beings and professionals.

In view of this, the formation of the communicative culture during the process of professional training of future social workers within the university education system envisages the development of their axiological potential by interiorizing the system of values that serves as a reference point for the cultural-communicative activities of a future specialist reflecting his/her focus on achieving humanistic goals and facilitating his/her socialization.

The need for axiological orientation is necessary for the training of a future social worker not only as an important aspect of the formation of his/her communicative culture, but also for the pursuit of his/her professional activities in the future. During the process of preparing themselves for professional communication activities, students should become aware that a probable future client or a group of clients are persons of different age categories having in turn different social statuses, different educational levels, and, under the conditions of our multiethnic Ukraine, they may also be of different ethnic groups. Those are persons with different levels of anxiety, sociability, with the so-called "ill nature", etc. So regardless of any factors, qualities, characteristics and other things, a social worker should treat any person kindly, tolerantly, politely, and the main thing is to treat each person as the highest value of the society.

3. Implementation of the two-dimensional nature of goal setting as a strategy of forming the communicative culture of a future social worker in the system of professional training. Goal setting is, on the one hand, standardized and, on the other, personality-oriented focus in student learning activities. The first aspect of the goal setting is goal formulation related to state norms, educational standards, state and social contract of the society for a specialist in the field of higher education, for the education as an institutional unit of the state, etc. The second aspect is the orientation of the goal formulation to the development of the personality of a future specialist. That is, the future specialist must, firstly, master the state standards of the higher education (requirements for the knowledge base, competences, skills, personality development, etc.) and, secondly, to develop and implement an individual way of personality development taking into account his/her capabilities, interests, inclinations, incentives, mindsets, and value orientations.

Of particular importance in professional training is the acquisition by the student of the capability to independently formulate and set goals that are the main sign of the efficiency of forming the communicative culture and the professional advancement of a future specialist. During the process of professional training, a student must be able to formulate his/her own goals, and it is here that the special emphasis should be laid on the development of his/her personality. Developing individuality, creative abilities, ensuring the formation of an active, subject-agency position in any kind of activity means purposefully preparing the student for his/her successful professional activities. The development level of a student's personality is characterized by the awareness and acceptance by him/her of the goals of his/her activities, the adequacy of assessment of his/her capabilities and abilities, the critical attitude to himself/herself and his/her milieu, the need for self-control, the ability to act purposefully and independently, the ability to analyze his/her activities, and his/her reflexive attitude to the world. Consciously setting himself/herself the goal of further personality-related and professional development, increasing the level of the communicative culture, a future specialist gets the impetus, a kind of driving force for further self-improvement, self-development and personal fulfilment.

In the structure of goal setting, goal formation, goal achievement and goal implementation (as a substructure of goal achievement) are conditionally distinguished.

Professional training should be aimed at meeting the needs of future social workers for professional advancement, becoming aware of the goals of the communicative culture and

communicative activities, striving for creativity and ingenious actions in fulfilling communicative tasks and solving communicative problems, developing their professional and personality-related qualities. Both in actual setting the goal and in training future social workers to set the goals correctly, a teacher of a higher education institution should take into account the national educational standards and the level of the professional development of the personality of a future specialist.

4. Orientation to the formation of communicative competences. The communicative culture as a type of professional culture of a social worker is characterized by personality-related and professional value, and is directed at another communication entity. It manifests itself in all kinds of professional activities and communication of the social worker.

The efficiency of a social worker's professional activities depends on many factors, among which the successful communication activity is one of the main ones. It serves as a basis of his/her productive relationships, the achievement of mutual understanding and the implementation of goals and objectives of both his/her professional activities and life in general. The social nature of the professional activities requires of a specialist possessing a high level of communicative culture, constant self-improvement, perfection of his/her communication skills, self-education, spiritual improvement, as well as reliance on moral and ethical professional values. We may state that the efficiency of a social worker's professional communication primarily depends on the level of formation of his/her communicative culture.

The pursuit of a professional activity requires the acquisition and possession by a social worker of a range of competencies, among which communicative competences are to be mentioned. This makes more relevant the issue of introducing a competences-based approach into the process of training future social workers within the university education system.

In Ukraine, the regulatory framework for introducing a competences-based approach is laid down in the National Doctrine of Education Development, the Order of the Ministry of Education and Science "On the Approval of the Action Plan for Quality Assurance of the Higher Education in Ukraine and the Integration Thereof into the European and World Educational Community", the standards of the Ministry of Education and Science regarding the "Social Work" and "Social Security" specialties, and other regulatory documents.

Recently, the competences-based approach has been widely recognized in the pedagogical

literature as a strategy for the development in future specialists of professional, communicative, methodological and other competences and the ability to solve important practical problems (in our case, it is probable professional tasks aimed at developing practical communicative competences and skills), which constitutes the basis for the formation of the communicative culture in those specialists. The competences-based approach means updating the methodology and the content of training a future social worker within the university education system. This will enable a future specialist to be competitive in the labour market, freely possess the necessary store of communicative knowledge, competences and skills in his/her professional activities, be ready for constant professional self-improvement, for social and professional mobility.

Two fundamental definitions of our research are "communicative competence level" and "communicative competences", since the communicative competence level consists of a range of communicative competencies.

In accordance with the structural components of the communicative culture of social workers, we consider it advisable to form the following communicative competencies: 1) Those that provide for the development of the motivational and axiological sphere of a future social worker; 2) Those that ensure his/her ability for socially communicative interpersonal relationships, relationships with the society; 3) Those that ensure the content-related and procedural side of a future social worker's communicative competence level; 4) Communicative competences that influence the formation and the development of the intellectual and emotional sphere of a future social worker; 5) Those that ensure his/her ability for evaluation and self-evaluation, self-development, personality-related and object reflection.

We believe that the formation of a high level of the communicative culture can be ensured by the implementation of the competences-based approach in the training of a future social worker within the university education system, since that approach promotes the formation of important communicative knowledge and skills, influences the development of professional thinking, the ability to engage in active professional activities and self-fulfilment in the professional sphere of a social worker.

5. Development of the subject agency of a future social worker during the process of his/her professional training within the university education system. In the course of his/her educational activities, a student acts as their active entity. Procedurally, the student's activities

unfold as a process of interaction with other entities of the educational process, primarily with the teacher, as well as with his/her classmates. The degree, to which the process of interaction between the teacher and the student is close to dialogue, acceptance, inaction or counteraction, conditions the development the dynamics of the subject agency position of a future specialist. Crucial for the student as an entity of the educational process, according to [13] (Pavlenko E. A., 2020), are goal formulation, goal achievement and goal setting, since it is the entity who determines how he/she will accomplish the task set. He/she will himself/herself formulate and record the goal achievement, will realize the need for transformation.

The activities of a future social worker as an entity of communication training are aimed at making free choice and decisions, self-development, maximal unfolding of his/her internal potential, personality progress, conscious reflection, subject-agency-based transition of external control into self-control and that of external evaluation into self-evaluation. The subject agency of a student manifests itself in becoming aware of his/her personal goals and their consistency with the subsequent result of the communicative training, in the choice of the goal for the personality transformations produced regarding the assimilation of the content, the structural components of the communicative culture of a social worker and the implementation of that knowledge in the subsequent own practical professional communicative activities.

6. Building professional training on the basis of pedagogical interaction, cooperation and co-creation as a leading principle of forming the communicative culture of a future social worker within the university education system. Among the numerous requirements of the world community for forming the personality of a future social worker are the following: the development of creative talents, various forms of thinking, cooperation with other people, the ability to work in a team, in a group; taking responsibility and preventing conflicts; the ability for self-actualization and self-determination in the learning process as the main indicator of the efficiency of the future professional communication activities, etc. The new paradigm of education sets new fundamental ideas for modern education that should be translated by pedagogy into educational practice: cooperation, co-creation, collective action, respect for personality, tolerance, etc. In this regard, the main idea of forming the communicative culture of a future social worker is to build a process of professional communication training of students based on the principle of pedagogical interaction, cooperation and co-creation in the "student-

teacher" system. That principle acts as a humanistic idea of their ("student-teacher") joint developmental activities. Pedagogical interaction, cooperation and co-creation in the "teacher-students" system is a coordinated, joint and value-significant for the participants in the educational process activity, which contributes to achieving common goals and results, and solving a pedagogical task important for those participants.

The communicative culture organically combines tendencies towards humanism, creativity and is characterized by a developed capability to solving communicative problems. The main criterion of the communicative culture of a social worker is his/her activities that are creative by nature. The features of forming the communicative culture of a future social worker are determined by the level of his/her communicative training, the level of the socio-pedagogical experience of students and individual creative abilities of the latter. It is impossible to make by teaching people learn how to solve creative problems, however, it is possible, in the process of teaching, to develop such qualities that will help solving those problems. Building professional communicative training based on the principle of pedagogical interaction, cooperation and co-creation of the teacher and students during the educational process is therefore of particular importance in the course of forming the communicative culture of a future social worker.

Pedagogical interaction, cooperation and co-creation in the "teacher-students" system during the training of future social workers within the university education system represent collective creative activities aimed at preserving and increasing the entire diversity of educational values, norms, patterns of behaviour and forms of communicative activities. That is also the implementation of a personality-oriented approach in professional communication training, the consolidation of acquired communicative knowledge, competences, skills, their transformation into creative communicative activities, which ensures successful solving theoretical and practical communication problems, performing tasks and managing situations that require a non-standard approach. That also assumes the interdependence of the development of the interaction entities in the holistic educational process.

One of the main provisions of the principle of pedagogical interaction, cooperation and co-creation in the "teacher-students" system during the professional training of future social workers is training without coercion that is implemented through the use in the educational process of dialogue, discussion, game modelling, business games, "round tables" etc., which imparts a

personality orientation to the communication.

7. The harmonization of the content-related and procedural aspects in professional training as a basis for the formation of the communicative culture of a future social worker. Recently, the idea of the unity of the content-related and procedural aspects in the educational process has become firmly established in pedagogy: those aspects of goals, substance, methods, forms, techniques of learning that are aimed at analysing and justifying the essence of internal factors, links, contradictions and tendencies of the development of the learning process.

The educational process built on the interaction of the content-related and procedural aspects directs students not to the simple learning of knowledge, the latter's pure reproduction, but to being aware of the procedural, meaningful side of the subject-matter knowledge. With such an approach to organizing the communicative training of students, what takes place is the systematization of professional communicative knowledge, the familiarization with the achievements of science and mastering the ways of applying them in practical professional communication activities, the formation of a new professional thinking and a new vision of professional problems that are filled with professional meanings and close to professional practice.

The content-related and procedural approach acts as a link of the unity between the content-related and procedural aspects of learning, which connects the process of mastering a theory and using it as a tool for practical solution of probable professional problems, as well as reflects the essence of the process of forming the communicative culture of a social worker. The content-related component contains a system of knowledge about the toolkit for achieving goals, including the content of communication training as such and, as far as the system is concerned, the content of the communicative culture of a social worker. The procedural component involves the systematic, step-by-step organization of the assimilation of theoretical knowledge, ways of transforming it into an instrument of practical communicative action for forming the communicative culture of a social worker. Besides, the procedural aspect of the educational process represents the unity of pedagogical strategies and tactics that determine the formation of students' personality-related qualities and their value orientations reflecting the links between their future professional activities and a positive attitude to them.

As part of the formation of the communicative culture of a future social worker during

professional communication training, the content-related and procedural aspects should be considered from the point of view of their orientation to the search for efficient ways of organizing the educational process, their focus on cultural conformity and cultural creativity, on the values developed by the society.

The implementation of the unity of the content-related and procedural aspects in the training of future social workers helps direct the educational process in such a way that students could assimilate the necessary communicative knowledge and skills, master ways of communicative activities, develop personality-related and professional qualities that contribute to the optimum solution of both standard and non-standard practical problems and communicative tasks, as well as develop a creative approach to the formation of the future social workers' communicative culture.

In the process of uniting and interaction of the content-related and procedural aspects during the training of future social workers, each student becomes aware of his/her individual subject-entity position in the educational process, which is conditioned by the following circumstances: the inner motives of cognitive nature; the degree of freedom of one's own actions in the choice of content, variability, complexity of educational tasks, methods and forms of organizing the learning process; the degree of independence of the necessary educational actions and the ability to fulfil one's potential and improve oneself in the field of communicative activities.

8. Using various techniques in professional training in order to form the communicative culture of a future social worker. In connection with the new requirements of the society for the training of future social workers (we are talking about a creative approach to solving any professional problem, the ability to make decisions independently, to engage quickly and flexibly in innovation activities, a high level of the communication culture), a modernization of methods and techniques is needed for the communication training of future specialists. The use of various educational techniques in communication training is aimed at forming structural components of the communicative culture of social workers, disseminating and deepening their communicative knowledge, consolidating their skills, as well as developing their professional and personality-related qualities. The optimal choice of educational techniques for the communicative training promotes the individualization of learning, students' independence, their ability to purposefully search for non-standard ways of solving communication problems, the intensification of their

cognitive activities, the development of the motivational and axiological spheres. It also directs the student towards self-development and self-improvement, helps him/her assess his/her own level of the communicative culture development.

The necessity of using a variety of pedagogical techniques in the professional training of social workers is dictated by the educational practice itself, i.e. by the transition from the knowledge-based paradigm (knowledge transfer) to a more complex paradigm aimed at developing the personality as a professional. The essence of change is therefore lies in moving from simply relaying knowledge, from reproductive transfer of competences and skills to organizing and using knowledge as a tool for practical actions and ways of solving communicative problems, forming the main indicators of the communicative culture of social workers.

Practice shows that the following techniques are the most efficient in training future social workers within the university education system: co-operation learning (simulation and game-related techniques, case technique, etc.), modular-block technique, information technology, Internet resources and other resources that influence the unfolding of students' creative potential, their individual capabilities and abilities giving the students complete freedom to choose actions in communicative activities ensuring each of them success in the educational process and overall intensifying communication training as an important factor in the formation of the communicative culture.

9. Building a structural model for the system of forming the communicative culture of future social workers. Given the complexity and multidimensionality of the problem of forming the communicative culture of a future social worker, it is expedient to recognize the need to model this process. The logic of modelling consists of choosing the methodological foundation, identifying and describing the structural components of the model, and constructing it.

The structural model for the system of forming the communicative culture of a social worker contributes to the systematization and generalization of knowledge and skills, the development of important professional and personal qualities that determine the success of performing future professional communication activities, ensures the stability of the system of incentives, strengthens the mindset to perform transformative actions and also strengthens the communicative competence. The distinctive feature of the structural model of forming the

communicative culture of a future social worker within the university education system is therefore its implementation, which has a powerful resource for the development of professional and personality-related qualities of a social worker.

The necessity of building a structural model for the system of forming the communicative culture of a future social worker is conditioned by the following circumstances: that model makes it possible to objectively and visually represent the process under research; justify and reveal its internal structure that reflects the unity of its interconnected and interdependent components. The development of such a model makes it possible to combine into a single system of various ideas regarding optimizing the formation of the communicative culture of a future social worker during the process of communicative training within the university education system.

The structural model for the system of forming the communicative culture of a future social worker attests to the unity of theory and practice, so it contributes to the efficient specification of data on the research subject, facilitates building and testing the research hypothesis, makes it possible in a sufficiently short time frame (during the period at an institution of higher education) to train a modern specialist, i.e. a social worker who possesses the necessary professional communication competencies and is competitive in the labour market.

The theoretical and methodological foundation of the structural model for the system of forming the communicative culture of a future social worker is made up of the culturological-axiological, personality-oriented, competences-based, activity-creative and content-procedural approaches, goals, principles, patterns and structural components of the content of the communicative culture (value-motivational, social-communicative, intellectual-emotional, content-procedural, reflexive-evaluative ones), its criteria, indicators, levels, technological and methodological support.

10. Creating pedagogical conditions that ensure the efficiency of the professional communication training when forming the communicative culture of a future social worker.

The efficient functioning of the structural model for the system of forming the communicative culture of a future social worker during the process of his/her professional training is possible if certain pedagogical conditions are created and observed. It is for the success of the process of forming the communicative culture of future social workers that it is necessary to identify those pedagogical conditions that will contribute to the efficiency of that process and thereby ensure

the heightened quality of future social workers' professional training within the university education system.

The pedagogical conditions of forming the communicative culture of future social workers during the process of their professional training contribute to building the educational process taking into account the needs, interests and capabilities of future specialists. The efficiency of forming the communicative culture of future social workers is determined by the implementation of a set of pedagogical conditions: 1) Creating a culturally appropriate environment at the university; 2) Providing professional training of future social workers within the university education system on the basis of entity-to-entity interaction; 3) Intensifying students' cognitive activities as far as professional training is concerned within the university education system; 4) Immersing students into the model of future professional activities in the process of training sessions and practical classes, into the peculiarity of the learning process related to the organization of all life's activities and social interaction; 5) Creating educational and methodological support for the formation of the communicative culture of a future social worker on the basis of using active (and within them interactive) methods, forms and teaching techniques; 6) The availability of adequate self-assessment of the level of the communicative culture of future social workers. The pedagogical conditions we have identified are a complex, since they are united by a common purpose, interrelated and complementary.

The above-mentioned pedagogical conditions for the formation of the communicative culture of future social workers within the university education system represent a systematic unity that creates the conditions for the solid assimilation of knowledge and skills, free choice in solving practical problems of professional character and optimizing the search for options of their solution; contributes to the improvement of professional communication training of future social workers and has a productive impact on the coming-into-being of their creative independence; enables pedagogical interaction in the system of "teacher-student (students)" to be implemented during the process of professional training within the university education system on the basis of cooperation and co-creation; ensures a comfortable culturally appropriate, culturally creative environment that positively influences the formation of a high level of the communicative culture.

Discussion

It can be stated that the content of professional training of future social workers within the university education system should be aimed at the efficient pursuit in the future of vibrant professional activities; further continuous updating of professional and communicative knowledge and skills, their self-improvement; mastering ways of communicative activities, which is the basis for the accumulation of professional experience by each student. The focus of professional training on the professional communication activities contributes to the formation of the communicative culture of a future social worker as an important characteristic of his/her professionalism.

The main theoretical provisions of the concept of forming the communicative culture of a social worker during the process of his/her professional training within the university education system specify new notions, the goal and the main principles of implementing approaches to the organization of the educational process of training future social workers, the possibilities of intensifying students' educational activities using active forms and methods, pedagogical conditions that contribute to improving the efficiency of professional training for the formation of the communicative culture of students.

Conclusions

At the present stage of the higher education development, it is especially necessary to modernize the professional training of future social workers, which is aimed at creating the awareness of its importance as a leading factor in the development of the communication culture, the expediency of one's own professional actions, the ability to make professionally competent decisions and be responsible for them. The modernization of such training is impossible without formulating new goals, structuring the content of professional activities, implementing the principle of pedagogical interaction, cooperation and co-creation, using various techniques that ensure the formation of the communicative culture of students as an important characteristic of their professionalism.

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STRUCTURE AND SIGNS OF THE TEACHER'S INNOVATIVE PROFESSIONAL ACTIVITY

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Abstract

In article was made an analysis of the specifics of teacher's innovative activity. The views of domestic and foreign scientists concerning the interpretation of the concepts of pedagogical innovations, innovative activity was analyzed. The components of the teacher's readiness for innovative pedagogical activity are substantiated. The results of the study of teachers' attitude to innovations are described.

Keywords: innovative activity, innovation, teacher, components, indicators.

A problem statement. Currently, in Ukraine, a strategy of accelerated, innovative development of education and science is being implemented: the conditions for self-affirmation and self-realization of the individual are provided. Innovative processes that take place in education require a corresponding change in the professional activity of the teacher.

The development of innovative processes in education is conditioned by the intensive development of information technologies; updating the content of the philosophy of modern education, the center of which is the universal human dimension of professional activity; the humanistic orientation of the character of interaction of participants in the educational process; the need to increase the level of activity and responsibility of the teacher for his own professional activity, [10, pp. 9-14]

In this regard, the utmost important sense acquires the innovative activity of the teacher, based on the scientific understanding of practical pedagogical experience, the organization of

purposeful pedagogical activities to achieve higher results, obtaining new knowledge, the formation of quality pedagogical practice. [5]

Purpose of the study: to analyze the essence and structure of the teacher's innovative activity.

The presentation of the main material

The necessity for innovative pedagogical activity from viewpoint of education reform is conditioned by certain circumstances: firstly, entry of Ukraine into the humanitarian context of world civilization has necessitated a dramatic change in the educational system, methodology and technology of the educational process in educational institutions of different types. Searches conducted by pedagogical collectives can enrich not only school practice, but also pedagogical science. [1]

Secondly, fulfilling the social order of forming a well-developed personality, capable of assimilating and creatively developing a culture, requires a constant search for new methods, organizational forms, technologies of education and upbringing. In this situation, the role and authority of pedagogical knowledge is growing significantly, which can become a theoretical basis for innovation.

Thirdly, the character of teachers' attitude towards the implementation of pedagogical innovations has changed. Previously, innovative activity was limited to the use of the innovations recommended above, but nowadays it acquires experimental searching character: the teacher chooses new programs, textbooks, uses new techniques and methods of pedagogical activity. Fourthly, a real situation has arisen regarding the competitiveness of educational institutions caused by the entry of educational institutions into market relations. [13]

A lot of creative teachers are engaged in innovative pedagogical activity, among who can be conditionally distinguished three groups:

- Teachers-inventors who come up to new through their own search;
- Teachers-modernizers who refine on and re-use the elements of created systems for a positive result;
- Teachers-professionals who perceive and use quickly both traditional and new approaches and methods. [4, pp. 327–331]

The teacher of the educational establishment in the new conditions of the organization of the

pedagogical process carries out experimental work, search for original, non-standard approaches to solving various pedagogical problems.

The product of creative search for teachers can be new learning technologies, original pedagogical ideas, modern methods, techniques, means and forms of organizing active cognitive learning activities of students, which provides increasing of pedagogical skills, as well as high quality mastery of educational activities, during which the teachers develop themselves as professional specialists. All this requires the necessity for innovative pedagogical activity of the teacher in the process of his professional formation. [6, pp. 69–81]

According to scientists, the main problems in the third millennium for teachers are the constant complication of the content of education, guaranteeing a high level of educational standards; independent formulation and solving of creative and research problems; complications of problems of upbringing; continuous mastering of progressive technologies of education and upbringing, new achievements of domestic and foreign experience; solving complex professional and pedagogical problems that require the integration of knowledge, practical ability and skills in such pedagogical sciences as philosophy, psychology, medicine, religious studies, economics, law; work in a single information environment, which requires the rational use of information technology in the educational process. [14, p.13]

The introduction of innovation in education is impossible without a teacher-researcher who has a systemic thinking, a developed ability for creativity, a formed and conscious readiness to innovate.

Teachers-innovators of this type are called teachers with innovative thinking. They have a clear motivation for innovative pedagogical activity, the ability not only to be involved in innovative processes, but also to be their initiators.

The teacher can express himself in his professional activity as an author, researcher, user and propagandist of new pedagogical technologies, theories, concepts. According to A. Kozlova, pedagogical innovations are the result of creative search for original non-standard solutions to various pedagogical problems. The product of creative search can be new learning technologies. [8]

The problem of personality orientation for innovation is determined by the implementation of acmeological approach in the professional formation of the future specialist, in particular the

teacher. It is clear that the achievement of professional acme occurs in a constant process of self-improvement, the basis of which is a person's awareness of the necessity for professional renewal, which, in fact, is a condition of attention to innovation. However, professional innovation is not always perceived positively by specialists.

In the study of L. Korostylova and O. Svetova [9] refers to the psychological barriers of human to innovations. In particular, teachers' psychological barriers arise in accordance with the changing pedagogical paradigm of upbringing and education. Internal rejection of the new is manifested in the passive-aggressive position, painful self-love in attitude to the students, timidity of showing incompetence in front of them or colleagues. Evidence from this were the scientists' researches conducted in a group of teachers from different disciplines aged 25–26 years.

The results revealed that in relation to new introductions (innovations), teachers clearly identified certain life positions, conditionally defined as "conservatives" (36.3%), "moderate" (35.2%), "innovators" (20.1%), "radical innovators" (8.4%). Interesting was the fact that the same study, conducted among students of a pedagogical educational institution, gave similar results: "conservatives" – 33.8%, "moderate" – 37.0%, "innovators" – 21.8%, "radical" innovators" – 7.4%. Consequently, the traditional education system, both at the stage of teacher preparation and at the stage of their independent activity, is determined by a stable structure of "personal presence" in a certain innovative disposition. Authors find explanations for this fact in the reproductive orientation of learning, when they teach only because they know and able.

The departure from reproductive learning should give the results of increasing the innovative orientation of teachers, the development of their independence, criticality. Really, innovators reveal more degree of criticality regarding to the education system, but at the same time they are more likely to notice changes for the better (there is no negative objection to the old along with the immaturity about the new).

At the same time, the basis of the innovative position is an active type of thinking, which, unlike rigid, activates the cognitive interest in the new, the desire to implement the new in practice, even with the risk for the result. [7, pp. 80–86]

The main features of innovative activity are personal approach, creative, experimental character, stable motivation for finding new in the organization of educational process.

In his turn, M. Meladze describes the innovative activity of the teacher as a personal category,

process and result of creative activity. At the same time, the researcher points out that the implementation of this activity requires the ability to build a conceptual basis of pedagogical innovation, covering diagnostics, forecasting, development of the program of experiment, analysis of its implementation, as well as observation of the stages of implementation and their results, correction and reflection of innovative actions. [12]

The teaching profession requires a special sensitivity to the constantly updated tendencies of social life, the ability to adequately perceive, the needs of society and to adjust in appropriate way his work. The school, as one of the most important institutions for human socialization, preparing young people for the role of active subjects of future social processes, should be extremely attentive both to new realities and trends of social development, as well as to innovations in the content, forms and methods of teaching and upbringing.

Accordingly, innovation should characterize the professional activities of each teacher. New introductions (innovations) do not arise by themselves, but are the result of scientific researches, analysis, generalization of pedagogical experience. Pedagogical innovations can be attributed to the achievements of individual educators, creative groups, which are a coherent system of work in a particular direction, mostly insufficiently highlighted in the scientific and methodological literature. These systems are based on the ideas of famous educators and on their own experience and intuition. The merit of their authors is that they glean, organize, summarize the material they need, put into it their findings their understanding of the problem, and this gives reason to speak of novelty, originality, and together with the reality of approaches to the implementation of the tasks. The readiness to innovative activity is the basis for formation a teacher's innovative position. In structure it is a complex integrative formation that encompasses various qualities, properties, knowledge, personality skills. [7, pp. 80–86]

As one of the important components of professional readiness is a prerequisite for the effective activity of the teacher, the maximum realization of his opportunities, the opening of creative potential. The readiness for innovative activity is conditioned by the peculiarities of personal development, professional orientation, professional education, upbringing and self-upbringing, professional self-determination of the teacher. [3]

Our task is to identify the most important structural components of the content of the teacher's innovative activity as a competitive specialist in accordance with the tasks and needs of education

at the present stage. Researcher I. Dychkivska [5] considers the structure of teacher's readiness for innovative pedagogical activity as a set of motivational, cognitive, creative, reflexive, technological components that are interrelated and interconnected.

The motivational component of innovative activity, according to the researcher, should be considered in two aspects: from the point of view of the place of professional motivation in the general structure of motives and from the point of view of the teacher's attitude to change, his ability to perceive innovations. [5]

In general, the problem of motivational readiness, receptiveness to pedagogical innovations is one of the central ones in teachers' innovative preparation. As is known, only motivation that responds the goals of the activity, provides its effectiveness, promotes the processes of self-realization of the personality of teacher. Mostly the leading motive of innovative pedagogical activity is cognitive interest.

The cognitive interests of a teacher focused on the use of innovative educational technologies concentrate around the need for a scientific understanding of the various aspects of personal orientation in education; on comprehension of their own experience, the degree of effectiveness of pedagogical activity, formation their position on changes in the educational system; using of new knowledge in their own practical activity.

The motivation of a teacher's personality is also conditioned by his professional interests, value orientations, ideals. It manifests itself in his professional life as a whole, and in some pedagogical situations, determines his perception of external events and logic of behavior.

The positive motivation of the teacher for innovative activity is evidenced by satisfaction of such his personal and professional needs as creation and application of a new one, increasing of pedagogical mastering, overcoming of professional difficulties. Therefore, using of innovative technologies is considered by most teachers is considered as the only important motive for personal and professional self-affirmation.

Consequently, the indicators of motivational component of readiness for innovative pedagogical activity are cognitive interest in innovative pedagogical technologies and personal significance of their application. Reflective component of readiness for innovative pedagogical activity, connected with the concept of reflection (from Latin *Reflexio* – return back). Reflection is the process of self-knowledge by the subject of internal acts and status. [2, p. 1218]

For innovative activity are important both as a reflexive analysis of consciousness, which promotes to explain the meanings of objects and their construction, and reflection as an understanding of the essence of interpersonal communication, which characterizes the knowledge and analysis of the teacher phenomena of their own consciousness and activity.

This component is realized through such reflexive processes as self-understanding and understanding of another, self-evaluation and evaluation of another, self-interpretation and interpretation of another. Reflective thinking is one of the important conditions for awareness, critical analysis and constructive improvement of own activity. The ability of a person to reflexively relate to himself and to his activity is the result of the development (internalization) by himself of social relations between people.

On the basis of interaction with other people, striving to understand the thoughts and actions of another, a person shows the ability to attitude to yourself reflexively. Therefore, the search, development and application of well-known pedagogical innovations, analysis of the results obtained and their own individual style of work can promote to the creation by the teacher of new innovative educational technologies.

An indicator of the reflective component in the structure of readiness for innovative pedagogical activity is the formation of the reflexive position (the character of the teacher's evaluation of himself as the subject of innovative activity). The cognitive component of the readiness for innovative pedagogical activity combines the teacher's knowledge of the essence and specificity of innovative pedagogical technologies, their types and features, as well as the complex of abilities and skills regarding to the application of innovative pedagogical technologies in the structure of their professional activity.

This component is the result of cognitive activity; it is characterized by the amount of knowledge (depth, systematic), style of thinking, formation of teachers' skills. The creative component of readiness for innovative pedagogical activity is realized in the original solution of pedagogical tasks, in improvisation, impromptu. Its importance is due to the creative character of innovation.

In the scientific literature of O. Kozlova [8], this component of the structural model qualifies as central, system-forming. The term "creativity" in foreign and domestic psychology is associated with the creative achievements of the individual. The creative potential of the person,

the ability to be creative is denoted by it.

Teacher creativity is formed because of imitation, reproduction of experience, idea, separate admission, form, method with a gradual decrease in the share of the imitative component and growth of the creative component of pedagogical activity. Valeological aspect of pedagogical innovative activity related to the development of humanistic values and teacher orientations.

The technological component of innovative activity is based on the analysis of its structure and stages of deployment of innovative processes:

- Personally motivated restructuring of educational projects, their interpretation, active search for innovative information, familiarization with innovations;
- Professionally motivated analysis of their own capabilities for creating innovations; deciding on its use;
- Formulation of the purpose and conceptual approaches to the application of the innovation;
- Forecasting changes, difficulties, results of innovation activity;
- Discussion with colleagues, administration, consultants of ways of introduction of innovations;
- Development of conceptual basis and stages of experimental work;
- Implementation of innovative actions, monitoring the development of the innovation process;
- Control and correction of new introduction, evaluation of results, reflection of innovation activity. [3]

Thus, T. Demydenko considers it necessary to introduce an information component in the structure of innovative activity of a teacher or any other specialist. Teachers' informative activity cover several interrelated processes (stages), namely:

- Search and receiving professionally important information;
- Its analysis and systematization;
- Using of received materials directly in pedagogical and innovative (research) activity;
- Creation of new information. [3]

According to A. Marynovska, preparation of competitive teachers and heads of educational establishments for the implementation of innovative educational activity requires the transformation of the traditional system into an innovative one, which envisages purposeful

changes that improve the results of the educational institution concerning provision of quality educational services through the using of new quality management technologies of advanced training and scientific and methodological support of teachers to innovation activity. [11, pp. 16-17]

Modern education must prepare a person who is able to live in an extremely globalized and dynamically changing world, to perceive its variability as an essential component of one's own way of life.

Therefore, the focus in pedagogical collectives is on the issues of overcoming conservatism in approaches to educational activity, existing stereotypes of pedagogical work in the participants of the educational process.

Innovative activity is represented as determined by personal motivation, focus on professional renewal, awareness of the purpose, tasks and content of the future result, which should be more effective than what is present, activity of inclusion in new ways of activity, algorithmization of their assimilation.

Conclusions. The study of the essence and specificity of the teacher's innovative activity made it possible to conclude that the improvement of educational, upbringing and management educational systems significantly increases the quality of the results of educational activity.

Innovative activity, creative search can positively influence the realization of the strategy of free choice in the activity of the teacher, his life prospect, which affects the competitiveness. A compulsory element of a teacher's innovative activity is his/her creativity, and therefore it is a question of forming a teacher-researcher who has a systemic thinking, developed capacity for creativity, formed and conscious readiness to innovations.

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**THE SIGNIFICANCE OF INFORMAL EDUCATION FOR EDUCATORS IN
TODAY'S CONDITIONS**

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Abstract

The relevance of the study is determined by the fact that in the modern conditions of education

reform, the strategic task of its development is to improve the quality of specialist training, which meets the modern requirements of competitive enterprises in various branches of the new economy.

One of the important tasks of the development of Ukraine as an independent state is the systematic reform of educational services, which meets the requirements of a democratic civil society and promotes the self-improvement of every individual throughout his life, regardless of his age, gender, nationality, or social status. The state policy in Ukraine regarding the implementation of continuous education is reflected in the Laws of Ukraine on Education, on Out-of-School Education, on Higher Education, in the Law of Ukraine “On Adult Education”, “National Doctrine of Education Development” and other normative legal acts. [1]

The current state of society is characterized by a continuous change in technologies and the knowledge that these technologies provide. Therefore, the norm for a successful professional career is the constant inclusion of a person in the continuous educational process of strengthening his knowledge.

In preparing modern youth for life in a rapidly changing technological, informational, and social environment and forming in them the skills necessary for a modern person, the teacher himself is forced fully to meet the requirements that society and the new school impose on his professional training.

A modern educator must be able to think critically, exchange new ideas with others, work with information, analyze and improve teaching practice, identify and meet their professional development needs, follow innovations and include them in their practice and be creative and inquisitive. Otherwise, he will be uninteresting to his pupils.

Since society requires the teacher or pedagogue to constantly update their knowledge and skills, it becomes urgent to involve them in the process of continuous professional development through professional development. Thus, new strategies for the professional development of educators become informal mechanisms of transfer and formation of knowledge and competences in the conditions of the information environment.

Keywords: non-formal education, education seekers, educators, adult education.

Formulation of the problem

Of great importance for Ukraine is the study of global trends in the development of continuous education and foreign experience, whose creative application that contribute to the improvement of the national education system, the establishment and development of various forms of education, types of institutions in accordance with the needs and interests of all citizens. World pedagogical practice confirms that formal education cannot satisfy the aspirations of every person in the fields of professional, sociocultural, and public activities. This determines the formation and spread of non-formal education, which complements and improves the basic one, enables each individual to learn at a certain time and method of his choice, implements life plans, and increases the level of professional and personal competence throughout his life. [2]

The main principle of the educational systems of developed countries is the involvement of the citizen in education, which continues continuously throughout life. The development of continuous learning and the formation of a knowledge society became one of the social consequences of globalization and informatization. Education can no longer be limited to a few years or even decades at the beginning of a person's life because the continuous updating of information requires constant self-improvement and learning to achieve success in life.

Analysis of recent research and publication. Different directions of non-formal education are the object of scientific research by foreign researchers in connection with scientific and technical transformations, the development of the information society, changes in the field of knowledge, technologies of production organization, and social life. Issues of non-formal and additional education for adults were studied by M. Knowles, E. Lindemann, S. Merriam, D. Mezirov, F. Coombs, S. Brookfield (USA), R. Brockett, P. Cross (Canada); P. Jarvis, A. Rogers (England), L. Tuross (Poland), U. Eco, F. Aquinas (Italy), F. Pöggler (Germany) and others.

The purpose of the study is to reveal the importance of non-formal education for educators in today's conditions.

Presenting the main material. It is obvious that one of the most important tasks of the education system in modern society is providing each person with free and open access to education throughout his life, taking into account his interests, abilities, and needs.

For the modern teacher or educator who wants to keep up with the times and be on trend, the idea of continuing education helps solve this problem. And it is not surprising that there are more

and more such educators because modern science develops so quickly that often the professional knowledge acquired by a person becomes outdated and needs updating in just a few years. Responding to today's challenges and the needs of teachers, the state provided for the possibility of continuous training of teachers in the new Law on Education, according to which a teacher/teacher has the opportunity to choose one of the types of education throughout his life - formal, informal or informal.

Non-formal education is a more democratic and mobile educational system than traditional education and is oriented towards the new educational demand of the population: the acquisition and successful application of practical social, civic and communicative competences in professional, public, and personal activities.

The greatest perspective in the development of non-formal education is the observance of a number of principles, the most important of which are:

“Learning by doing”: acquiring various skills and abilities during practical activities;

“Learning to interact” involves obtaining and developing ideas about the differences that exist between people, the ability to work in a group and in a team, as well as accept others as they are and cooperate with them;

“Learning to learn” means to acquire the skills of searching for information and its processing, the skills of analyzing one's own experience and identifying individual educational goals, as well as the ability to apply the above in various life situations.

One of the global goals of sustainable development, approved in 2015 at the UN summit, is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

On September 5, 2017, the Verkhovna Rada of Ukraine adopted a new Law of Ukraine “On Education” (hereinafter the Law), which introduced a new system of professional development that provides for the increase and expansion of opportunities for pedagogical workers to improve pedagogical skills and professional growth throughout life.

To create and implement effective mechanisms for the implementation of this Law, the Ministry of Education and Science of Ukraine, together with institutions of civil society, conducted a thorough study of the main challenges, needs, and new approaches to improving the pedagogical qualifications of educators.

The tasks of lifelong adult education were discussed at the World Conference on Adult Education held under the auspices of UNESCO. The Hamburg Declaration formulated the leading ideas of continuous education for adults throughout life and made recommendations to the governments of all countries to consider adult education as a priority area of state policy. These ideas were further developed at the European Summit in Lisbon. The problem of adult development has been identified as the "number one problem" at the international level at the meetings of the G8 (Cologne Charter, Cologne, Education in a Changing World). Final document of the G8 Education Ministers' Meeting, Tokyo.

Part of the adults studying in the system of formal and informal education at the beginning of the 21st century in the countries of the European Union, exceeded 37%. The highest indicators were achieved by Sweden (73%), Norway, and Finland (55% each). In terms of the level of participation of the adult population in various educational programs, Ukraine belongs to the fourth and last group of countries in which the number of adult citizens studying is less than 15%.

Adult education is regulated by the Constitution of Ukraine, the Laws of Ukraine "On Education", "On General Secondary Education", "On Higher Education", "On Vocational and Technical Education", "On Scientific and Scientific and Technical Activities", the National Doctrine of Education Development, the Program "Education of the XXI Century", and the Decree of the President of Ukraine "On the National Strategy for the Development of Education in Ukraine for the Period Until 2021".

Despite the powerful legislative framework, a number of unresolved problems with the development of educators through the means of non-formal education have been identified, in particular:

Lack of a legal framework specifying the purpose, tasks, and functions of adult education, regulating the activities of subjects of the educational process, their rights and obligations, the nature of interaction with the state, mechanisms of coordination between subjects of management, as well as principles and forms of financing;

The uncertainty of the status of adult education in Ukraine as an integral component of the national education system, which inhibits the creation of an integral system of lifelong education;

Lack of systematic recognition and certification of formal, informal, and informal education of adults, the key component of which is the system of accreditation and assessment of previous

experience and acquired personal competencies;

Lack of structures necessary for the development, coordination, quality management, and financing of adult education in the list of priority tasks of the Ministry of Education and Science of Ukraine;

The urgency of creating state centers for training, advanced training, and retraining of andrologies (organizers of the adult education process), which will contribute to increasing the level of competence of specialists who work with the adult population.

Thus, in the scientific work, a comprehensive analysis of the main problems and trends of the organization of the development of non-formal education in developed countries was carried out, and theoretical information about the development of informal education in the developed countries of the world was supplemented and deepened. [8]

Expanding the use of non-formal education can be useful:

a) For society as a whole (promoting democratization, the development of civil society, public activity, and leadership; solving the problem of leisure time for young people and the elderly);

b) For formal education (the ability to flexibly and quickly respond to the needs of the labor market and services, meeting the requirements of students, workers, and employers and supplementing educational offers; increasing the motivation of participants in the educational process; their personal interest);

c) For participants (possibility of self-improvement and education of self-esteem; development of civic skills; education of a sense of involvement and solidarity; optimal combination of freedom and responsibility; possibility of independent choice of time, place, and duration of study).

The practical significance of the work lies in the conceptual enrichment of the pedagogical theory and practice of adult learning and education, the further development of ideas of informal education, and the identification of the main directions, forms and methods of organizing modern informal education, which are important for the effective implementation and development of informal education in Ukraine. The results of the research can be used during the compilation of educational programs in the disciplines of the pedagogical cycle, in the preparation of textbooks and teaching aids for higher educational institutions of various levels of accreditation, and also be useful to students, master's, and postgraduate students in the process of completing diploma,

master's, and dissertation works on pedagogical and gender issues.

Conclusions. Literary sources on the research problem are analyzed in the research paper. The insufficiency of studying the problem of the development of non-formal education in general and foreign experience in particular was revealed. The didactic and applied value of the research are also formulated. In the future, it will be necessary to determine the essence, prerequisites, and philosophical foundations of the development of non-formal education in the developed countries of the world using the example of the USA.

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**SOCIO-ECONOMIC CONCEPTS OF SEGMENTAL COMPONENTS OF THE
PUBLISHING INDUSTRY**

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Abstract

The transition of Ukraine's economy to an innovative path of development is carried out on the basis of integration, dissemination and application of knowledge that materializes during scientific and technological progress. The complex of problems that accompany this transition poses the task of forming a management system of organizations that would allow creating conditions for the effective functioning of all subjects of the national economy. Therefore, there is an urgent need to improve the management of publishing activity, which is integrated into the

system of reproduction of knowledge, since it is the intellectual potential of this activity that is essentially the driving potential of the innovative development of the economy. To implement such a strategy, it is necessary to critically evaluate the historical experience and results obtained by scientists and implement it in scientific and practical activities.

Keywords: publishing industry, economy, progress, development, strategy.

The modern progress of information and communication technologies has created a certain point of bifurcation in the field of production of printed products today, when the old traditional management approaches, while still being used, no longer meet modern requirements and obviously need to be updated in the near future. The development of a strategy for the development of publishing activity is even more significant, since the prospects for changes, both technological and (as a consequence) economic, have extremely short time frames. Due to the above, the classic approaches of strategic management in this case need their thorough special refinement.

Strategically and on a large scale, it is not easy to predict the entire range of future socio-economic events that will affect the development of the publishing industry in the near future. The main problems lie not so much in how timely and effectively the publishing industry will respond to the challenges of the times due to global transformations, creatively, incrementally and judiciously take steps to meet the challenges, but also in the expediency of a fundamental change of traditional paradigms of the parallel influence of internal and external environmental factors. The state of the publishing industry and the environment of functioning appear in the tasks of a new understanding of the methodological and theoretical planes of dynamic development of all structural elements.

Publishing activity is a conceptual and systemic structural segment of the national culture, macroeconomic environment of the country. The personality of the national macro-environment is a blank sheet of paper on which the culture of society creates its annals. Culture, education, science, art, economy and management are integral components of publishing activity.

Publishing products are a cognitive, educational, scientific, spiritual, information orientation of the development of national society.

In the national environment, the publishing business has certain features. The tendency of the

self-development of the publishing business is natural, if the demand for national products increases, the supply also increases. The publishing industry, in the modern concept of development, needs new approaches to the coordination of publishing processes, network systems of interests, transformations in the macroeconomic environment.

The systematic approach of the theory and practice of regulation and management of the system of publishing activity, production of publishing products and its distribution has a tendency of formal-informal unity, respectively vertical and horizontal influence and self-organization, which changes the useful result in the publishing business. If the influence of vertical orientation is reduced to rigid regulation, i.e. administrative-linear, and horizontal to flexible functional planes, then self-organization is subject only to system coordination of management. The interaction of the specified vectors provides a diagonal effect capable of significant socio-economic impact on the development of the publishing industry. The diagonal effect has an unstable environment, coordinated by the joint actions of the regulatory and management system.

Publishing, especially book publishing, is not only a sectoral, but also an inter-sectoral problem of the national economy, as it involves the participation of a significant number of relevant state and public institutions. Printing educational, scientific, children's, encyclopedic, literature for national minorities is impossible without subsidies. The market environment does not provide the necessary development of cultural-historical, educational and other factors that cover the publishing industry. In the international environment, especially in industrially developed countries, systems have been created to protect nationally important publishing products from the market environment: subsidies and preferential taxation, state and regional publishing programs, strategic priorities for the dynamic development of segmental components of the publishing industry have been formed.

The preservation and constant growth of the country's scientific, intellectual, and genetic potential requires the formation of a modern model of cooperation between all subjects of the publishing business. Systematic examinations and dynamic statistics of observations are the instrumental support for researching the problems of the development of the publishing industry.

The balance of the need for socio-cultural orientation with the financial and economic efficiency of interested participants in the development of the industry: authors, publishers,

manufacturers and distributors of publishing products is quite natural.

Modern trends in the distribution of publishing products in the state require the creation of a separate and special implementation mechanism balanced with state and regional programs, which will ensure the production of national publications, bringing them to interested categories of consumers at competitive prices.

The signs of the integration processes of the national economy require the use of modern mechanisms of adaptation of subjects of the publishing industry to new conditions, the ability to promptly respond to the challenges of the macroeconomic environment, to ensure the appropriate level of competitiveness, taking into account socio-economic levels.

The main segment of the development of the domestic publishing industry is a powerful product sales network and marketing activities of its subjects. Marketing provides an opportunity for the subjects of the industry to determine the priority alternative variants of the strategy, which is directly related to the production of publishing products and distribution, determining efficiency. The property of publishing products is a combination of production and intangible factors of the activities of the subjects of the industry. The production factor forms the result - publishing products, goods. The intangible factor manifests itself in satisfying the needs of consumers of products (spiritual, cultural-historical, informational, educational, etc.).

Marketing is the sale of products in a market environment. A narrow interpretation does not cover the entire marketing system as a relevant mechanism of interaction between the process of publishing production and its consumption. We emphasize that marketing activity has a special multifaceted feature, which is based on the exchange of satisfaction of the corresponding need of society. The exchange process is focused on the results of publishing activity, and consumption has the following principles:

- Efficiency – the exchange process of ensuring a positive result;
- Mutual satisfaction - a system of exchanging satisfaction of the defined needs of all parties;
- Legitimacy – coherence and equivalence;
- Legality – the process must comply with current legal documents and international standards.

The marketing function dominates in terms of the need to meet the needs of regulating the creation of the results of publishing activity and relations with the sphere of the free market in

conditions of increased competition. The modern method is based on the distribution of publishing products (as a result of labor), an organized sphere of commodity circulation that connects the phases of product creation and its consumption. Thus, the strategy of sales activities provides an opportunity to overcome the contradiction between the production of publishing industry products and its sales. One of the options for activating purchasing demand should be the policy of reducing the cost of publishing products. The operational management of the subject of the publishing industry increases the volume of products while at the same time reducing the costs of its production as much as possible and completely abstracting the sales issues that are dealt with by the structural economic units, accordingly they focus on the process of selling publishing products, while not having a regulatory influence on the production process, taking into account modern consumer needs.

The complexity of the publishing industry, taking into account marketing factors, is recommended in the form of interconnected elements of the management system: management and regulatory technologies; network management, information and analytical marketing support; strategic marketing planning; innovative aspects of marketing; marketing monitoring and controlling.

We emphasize that the functions of coordination are sufficiently blurred and based on management, the functions of marketing confirm a system of interrelated processes and activities that ensure strategic marketing tasks and cover the priority areas of activity of subjects of the publishing industry related to the creation, production and sale of publishing products , but without affecting the entire network of relations in publishing, that is, without logistical approaches, regulation and self-organization.

Investigating the marketing activity of the publishing industry, we emphasize the appropriate relationship between marketing functions and marketing management functions of entities.

The main function of marketing in the publishing industry is the identification, measurement and research of information, the positioning of publishing products in the market environment, closely interconnected with the function of marketing management in the publishing industry - analysis, evaluation and organization of the formation, justification and processing of marketing information regarding publishing products.

Marketing functions - planning of publishing products and their range of interaction with the

marketing management function in the publishing industry - development of industry strategy; determination of priority positions and markets; formation of operational, tactical and strategic marketing plan; determination of resource provision; formation of a plan for organizational-creative, economic-publishing and other activities. The function of sales and distribution of publishing products - formation of full-fledged distribution flows; application of a complex of marketing communications; sales promotion and advertising; improvement of distribution policy, etc.

In the practical tenets of the functioning of the publishing industry, the questions of signs of differences between marketing activity and the sales system systematically arise. The sales system of interaction with subjects of the publishing industry and society, where the distributor sells publishing products in the process. Under the outlined circumstances, the sales concept cannot affect the characteristic features of publishing products (quality, price, representativeness, etc.). The complexity of the publishing industry, taking into account marketing factors, can be presented through interconnected elements of the management system: management and regulation technologies; network management, information and analytical marketing support; strategic marketing planning; innovative marketing factors; marketing monitoring and controlling.

The functions of coordination are not clear, based on management, the functions of marketing confirm the system of interrelated processes and measures that ensure the solution of strategic marketing tasks, cover the priority areas of activity of subjects of the publishing industry, which are related to the creation, production and sale of publishing products, without influence on the network of relations of publishing activity, without logistical approaches, regulation and self-organization.

Marketing activity of the publishing industry is a systemic relationship between the functions of marketing subjects and the functions of marketing management.

The main function of marketing in the publishing industry is the identification, measurement and research of information, the positioning of publishing products in the market environment, combined with the function of marketing management in the publishing industry - analysis, evaluation and organization of the formation, substantiation and processing of marketing information regarding publishing products.

From the point of view of practicality, the functioning of the publishing industry is connected with the signs of the difference between marketing activity and the sales system. The sales system positions the interaction of subjects of the publishing industry and society, where the distributor in the sales process sells publishing products that have already been printed. Under certain circumstances, the sales system cannot influence the characteristic features of publishing products (quality, price, representativeness, etc.). Complexity in the publishing industry, taking into account marketing aspects, can be presented in the form of interrelated elements of the management system: management and regulation technologies; network management, information and analytical marketing support; strategic marketing planning; innovative aspects of marketing; marketing monitoring and controlling.

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