YOUTH INVOLVEMENT IN CIVIC SOCIETY DEVELOPMENT: CURRENT STATE AND PROSPECTIVE TRENDS

Edited by Magdalena Wierzbik-Strońska

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PREFACE

The beginning of the 21st century is characterized by new political, economic, social and cultural realitiesin which the formation of civil society, the modernization of education and governance is taking place. In today's context, political engagement of young people, including youth NGOs, is intensified, which is caused by both external and internal threats to Ukraine's national sovereignty. Therefore, it becomes important to address the issues regarding the civil society's role in the various domains of public authorities and local self-government bodies. In particular one should mention the introduction of European integration reforms; a qualitatively new level of interaction between civil society, especially youth as an active part of it, and public authorities and local self-government bodies; effective dialogue and partnerships between public authorities, local self-government bodies and civil society organizations, etc.

By involving young people in the development of civil society professional education expediently fulfills important social tasks of the society – it educates a citizen who is able to build sovereign Ukraine and it nurtures a creative personality with a profound intellectual and spiritual development, capable of securing the nation's progress in the world. The transition of the country to civil society caused civic education to be recognized as a priority and led to changes in professional qualification requirements for future professionals as well as changes in the nature of managerial work in general.

The monograph presents the academic insights of the team of authors, which reveal different directions and aspects of youth engagement in the development of civil society, mainly: the role of vocational education in engaging young people in civil society development; special features of socio-political participation of young people in the development of civil society; the influence of social institutions on the formation of active civic position of young people.

The findings presented in this monograph highlight solutions to the issues stated in the Presidential Decree "On Promoting Civil Society Development in Ukraine" and the National Strategy for Promoting Civil Society Development in Ukraine for 2016-2020. They also assist in fostering harmonization of Ukraine's socio-political integration with European values, first of all by guaranteeing the rights and freedoms of human and citizen in accordance with the Association Agreement between Ukraine and the EU, which was signed in 2014.

The monograph is published within the cooperation agreement between the Katowice School of Technology (Poland) and Petro Mohyla Black Sea National University (Ukraine), which was signed at the initiative of the Department of Social Work, Governance and Pedagogy of Petro Mohyla Black Sea National University in 2019. The agreement included the following areas of cooperationin 2019: preparation and publication of joint scientific papers, organization of scientific and methodological conferences and seminars on the problems of implementation of modern teaching methods; joint participation in the organization and proceedings of conferences and seminars.

The team of authors hopes that the monograph contains useful research findings that are relevant for scholars, students and all those interested in the current state and prospects of youth engagement in civil society development, and its importance for the harmonization of Ukraine's socio-political integration in the European field.

Yuliana Palagnyuk
Svitlana Surhova

PART 1. THE ROLE OF PROFESSIONAL EDUCATION IN INVOLVING YOUNG PEOPLE IN THE DEVELOPMENT OF CIVIL SOCIETY

1.1 DEVELOPMENT OF PROFESSIONAL AND PSYCHOLOGICAL CULTURE OF FUTURE SOCIAL WORKERS IN UNIVERSITY ENVIRONMENT

Formulation of the problem. Today's complex, dynamic and globalized world, with its acute social challenges, accelerated development rates, psychological pressure of information space and manipulative technologies which cause quite deep problems of a meaningful psychological nature makes it important to take care of the development of a person who is able to lead an efficient and safe life, to make him/her enter a profession. Overcoming these negative effects of globalization in a social sphere, significant destructive changes in the psyche of an individual, mitigating negative influence of the information society are all possible due to equipping people with deep and effective psychological knowledge. Professional and psychological culture determines the quality of specialists' activity in socio-economic direction. It is related to the fact that it appears an important means of self-regulation of an individual, which contributes to the efficiency of professional work.

Analysis of recent research and publications. The largest number of works is devoted to the study of the peculiarities of professional and psychological culture formation in education workers, subjects of a pedagogical process: educators, teachers, instructors (N.Yu. Pevzner, V.V. Semykin, O.S. Sozoniuk, O.G. Vydra, N.I. Machynska, N.V. Prorok, V.B. Lahutin), leaders of the education system (N.T. Selezniova, H.M. Kot), civil servants, managers (H.I. Marasanov, H.Ye. Ulunova), practical psychologists of education (N.I. Isaieva, S.K. Shandruk, N.I. Voloshko), student youth (I.L. Kolominsky, O.I. Motkov, L.S. Kolmohorova, V.V. Rybalka, T.B. Tarasova, I.H. Ievstafieva) and others. Only a few studies fragmentarily cover the issues of professional and psychological culture of social workers directly (Z.L. Stanovskyh, O.O. Kisenko). Nowadays, systematic research on the stated problem has not been conducted, it has not been sufficiently reflected in psychological works.

The purpose of this article is a theoretical analysis of mechanisms, conditions and principles of formation of the professional and psychological culture in future social workers according to the paradigm of active self-development in university environment.

Subject Matter Outline. Analysis of research on the problem of professional and psychological culture has shown lack of common understanding of this phenomenon. Psychological science lacks a coherent, systemic theory of professional and psychological culture without internal contradictions that would take into account contemporary cultural and historical realities.

In this paper we will use a modern concept of professional and psychological culture of education workers (educators, teachers, psychologists, social workers, etc.) in the paradigm of active self-development, designed by psychodiagnostics and scientific and psychological information laboratory staff in G.S. Kostiuk Institute of Psychology[1].

Important essential features of professional and psychological culture, in accordance with the paradigm it is based on, are revealed in the works by V.V. Semykin, N.Yu. Pevzner, N.V. Prorok, S.B. Kuzikova, T.B. Tarasova.

Based on the scientific ideas of the above mentioned researchers we will understand a professional and psychological culture as an independent multidimensional psychological phenomenon, a complex integrative personal formation, which compiles a holistic set of interrelated psychological characteristics (motivational, emotional, reflexive, regulatory), based on a humanistic-oriented value-semantic aspect (system of professionally significant value orientations and meanings), developed reflection and productive self-development, that forms the nucleus of the structure of professionally important qualities, provides a high level of self-regulation, effective social interaction and successful professional activity.

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[1] Пророк Н. В. (2017) Внутрішні передумови психологічної культури працівників освіти.

In this paper we adhere to the opinion that the characteristics of the professional and psychological culture are included in the structure of the personality of a specialist, acting as a necessary component in the system of his professionally important qualities, personal maturity and psychological health. Occupational and psychological culture is an integrative feature of a social worker, which ensures his successful work with people who are in difficult life circumstances.

We need to find out the essence of the concept "social work" and its component – a profession "social worker", which is essential for analyzing the ways of developing his professional and psychological culture. According to the definition adopted by the International Federation of Social Workers in July 2014, social work is an interdisciplinary and transdisciplinary field of knowledge, based on a wide range of scientific theories and research. It is a profession based on practice and an academic discipline that promotes social change and development, unity and cohesion, empowerment, optimization of interaction with the social environment, which has a profound impact on people's lives. The principles of social justice, support for human rights, his/her values and dignity, collective responsibility and respect for diversity are central to social work which involves people and social structures in solving vital problems, enhancing well-being and ability of an individual to function in society[2].

A social worker is a specialist whose activity is aimed at stimulating self-development and self-organization of an individual, group, team, creating conditions for activating this development and realizing the creative potential of his/her wards. The priority in his/her functional purpose is an ability to create and develop relationships that contribute to successful professional activity of people, to intensify their efforts to solve their own problems, to be a mediator between conflicting persons and groups[3].

The profession of social worker belongs to the so-called "careers professions" according to A. Huggenbül-Craig which are oriented to provide various assistance to a person and are characterized by a high level of responsibility for the results of their influence. In such professions, the means of client's knowledge and assisting him/her is a personality of a specialist, which demands a high level of his / her development in the system of professional outlook and self-awareness[4].

According to the multi-level classification of professions by Ye.O. Klimov, a social worker in a psychological content of work belongs to the type "person-person" (socio-economic professions), which involves working with social systems, collectives, social-age groups, people who are in a critical condition, or need immediate professional help. The subject of this work is the education and training of people, serving and managing them, which requires the specialist's ability to function successfully in the system of interpersonal relationships.

In terms of labour purpose, social work belongs to the class of transforming professions associated with changing the subject of labour, influencing it in order to improve its functional state, qualitative development which is carried out with the help of functional means of labour (i.e. the tool of labour of a social worker is his/her personality, human capital, internal resources in the form of professional knowledge, skills, abilities, values, etc.)[5].

According to working conditions, a social worker belongs to a group of professions with high moral responsibility for the health and life of people, work of moderate severity and high intellectual and emotional and nervous tension. The wide, multidimensional range of his/her activity allows the need to develop several personal qualities and a high level of professional and psychological culture.

Our vision of the structure of the professional and psychological culture of the social worker is to isolate the value-semantic, reflexive and regulatory, emotional and communicative components. We will consider each of them in more detail and give their main indicators.

The value-semantic component of the professional and psychological culture expresses the attitude to the world, people, own activity and includes interests, aspirations, needs, motives, goals,

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[2]The International federation of social workers. Global definition of social work (2014).

[3] Синявський В. В. (2013) Професіограми і психограми професій педагогічного спрямування, с.60-61.

[4]Кокоренко В. Л. (2005) Арт-технологии в подготовке специалистов помогающих профессий, с.8.

[5]Климов Е. А. Психология профессионала (1996).

personal senses of professional activity, spiritual and moral attitudes, psychological orientation of the person, connected with the formation of the picture of the world (the idea of a professional standard, the need for self-development), a clear, conscious system of humanistic valuable orientations, the most important of which for a social worker are the value of a person and his/her life[6]. The main indicators of this component include: psychological values; a look at a human nature, love for people; orientation, purpose in life; motivation of self-knowledge; intellectual aspirations; creativity and the presence of one's own life philosophy.

The reflexive-regulatory component, in turn, reflects a high level of voluntary self-regulation as a systematically organized process of initiating, building, maintaining and managing all forms and types of internal and external activity to achieve meaningful goals on the basis of reflexive mechanisms, through which the future specialist is able to realize own personal and professional characteristics (psychological features, values, motives, specialist's standard), to rethink own experience[7]. The high level of development of this component is manifested in the following psychological qualities: reflectivity, self-regulation, responsibility, internal locus of control, self-development and personal growth, self-acceptance, autonomy and self-reliance.

The emotional component is considered as the ability to self-regulate, manage emotions, feelings and states, which is manifested in psychological resistance to emotional impact, stress resistance, emotional balance, positive attitude to life in general. It goes about the level of emotional development of a specialist in social work, the ability to manage themselves, which implies an adequate emotional response to different situations, which allows them to complete, an internal setting aimed at regulating behaviour in different emotional situations, emotional experience, contributing to a psychologically constructive solving personal and professional tasks[8]. The indicators of this component are related to each other: it is about emotional awareness, emotional flexibility, self-motivation of voluntary management of one's emotions, empathy, recognition of other people's emotions and depth of experience.

The following scientists (O.O. Kisenko, Z.L. Stanovskyh, N.V. Prorok) claim the activity of a social worker belongs to those types of professional activity for which its success is determined by the nature and content of the relationships that arise in the course of interaction with the client, the condition of which is communication activity. The most frequently mentioned indicators of the communicative component in the structure of the professional and psychological culture which promote effective social interaction and productive relationships, and which should be possessed by social workers are as follows: communicative personality potential, positive relationships with others, contact, behavioural flexibility, tolerance, reflection of communication and interaction with other people, constructive professional communication.

It is worth noting that, as in most psychological structures, the selection of these components of the professional and psychological culture of the social worker and their indicators is rather conditional, since the psychological phenomena that make up their essence are organically interrelated, and inter-component relationships are interdependent. They are carried out through the functions of professional and psychological culture: value-regulatory, motivational, facilitative, developmental, integrative, adaptive, harmonizing, communicative, emotional, creative[9].

Despite the recognition by many scholars of the importance of professional and psychological culture for the quality of professional activity of professionals of socio-economic professions, the idea of ways of its formation in the psychological and pedagogical literature is quite blurred today.

For successful development of a student's professional and psychological culture, it is important to understand his / her age abilities, psychological features and conditions of mental development in the context of a subjective approach which views the individual as an active start, a subject of his/ her own development, and not only as a result of purposeful influence of socialization institutions.

[6] Пророк Н.В.(2018) Психологічна культура і професійно важливі якості, с.185.
[7] Особливості формування психологічної культури працівників освіти в інформаційному суспільстві (2017), с.26.
[8] Могилей І. В. (1999) Емоційна культура студентів педвузу, с.29.
[9] Семикин В. В. (2004) Психологическая культура в педагогическом взаимодействии, с.13.

The student age comes to late adolescence. In the period of psychic development, the timing of the beginning and end of adolescence is a highly discussed issue of age psychology, however, most often researchers identify late adolescence as the period from 17-18 to 22-23 years old. This is the stage of the most intense personal development, self-determination, ambivalent feelings, internal and external conflicts during which a person has an understanding, a sense of his/her own personality and uniqueness based on the evaluation of oneself with regard to their own abilities and achievements, and not appropriated from a perfect image as it was in adolescence[10].

Problems of social situation of development, leading activity, personal growth, patterns of development in adolescence and crisis of transition to adulthood have detailed research in the works by E. Erikson, R. Burns, L.I. Bozhovych, I.S. Kon, A.V. Mudryk, H.S. Abramova, M.M. Burdukalo, O.V. Zazymko and others.

The leading activity at this age is determined by educational and professional activity, professional self-determination and the search for one's place in the sociocultural system, in the adult world. Educational activities are directed in the future and are gaining new content and focus. In the period of adolescence, there is a high flexibility of social roles in order to determine desirable and necessary ones for themselves and there is also a communicative experimentation. What remains significant is the intimate and personal communication with peers, which promotes self-determination, supports self-acceptance and self-esteem, as well as the desire to be in the reference group and have a significant status among peers which was relevant in the previous adolescence period. The particularity of the social development situation of adolescence is to return to a trusting relationship with significant others and the development of intimate communication[11].

Modern psychological science attributes to the main growths of late adolescence, the overwhelming number of which arises in the personal sphere, the rapid development of self-consciousness, reflexivity, ability to deep self-analysis, which should result in the establishment of value orientations, ideals, life planning, worldviews, personal identification, self-concept, self-worth, ability to self-design, self-determination and autonomy.

As you can see, age-related psychological features of the late adolescence are the most favourable for the development of professional and psychological culture. O.I. Motkov, L.S. Kolmohorov, I.Yu. Malisova, H.O. Ball, O.V. Vynoslavska, V.A. Semychenko, L.A. Mashkin, S.K. Shandruk, P.S. Perepelytsya, N.I. Voloshko, V.V. Rybalka, Z.L. Stanovskyh, O.H. Vydra, N.V. Prorok and others have been studying various aspects of development and raising the level of professional and psychological culture directly.

O.I. Motkov claims that the level of psychological culture can be consciously increased with the help of specially directed processes of its development and self-development. It requires for its support and enhancement of almost daily but moderate efforts, development of "sanogenic" personal attitudes, positive thinking and behaviour[12].

According to the paradigm of active self-development, it is regarded as a special, purposely designed by the subject type of inner activity directed to themselves with the purpose of self-improvement and self-change in the pursuit of the "ideal self". It is an active, conscious, purposeful and controlled process in which the individual assumes responsibility for his/her life, so changes occur in accordance with the set goal by means of self-control, willpower, self-discipline, systematic work and continuous reflexive activity. Self-development is also an incentive for the formation of a professional and psychological culture and the mechanism of this formation[13].

Such interrelated and interdependent psychological mechanisms of self-development as reflection, facilitation, anticipation[14] play a key role in the development of a professional and psychological culture. They help to structure indicators of different components of the professional and psychological culture, psychological qualities need to be developed, and identify changes.

[10] Зазимко О. В. (2014) Психологічні можливості самопроектування особистості в юнацькому віці, с.88.
[11] Бурдукало М. М. (2013) Автономізація особистості як новоутворення юнацького віку, с.117-118.
[12] Мотков О. И. (1999) Методика «Психологическая культура личности, С. 8-9.
[13]Кузікова С. Б. (2015) Дослідження саморозвитку як системного феномену самозмінювання особистості.
[14] Потапова В. Д. (2000) Гуманістична спрямованість розвитку професійного психолога.

Reflection as a process of psychological phenomena awareness of the inner world, personal reflection and thinking of the reality from the point of view of the subject's own life is the main psychological mechanism of self-development, which includes:

- mechanisms of reflection – adequate self-assessment, critical analysis of one's own behaviour and professional activity; awareness of the importance of psychological means of self-regulation;

- reflexive procedures that allow you to make your own psychological portrait: observation of one's internal mental reality, constant tracking and awareness of one's psychological features (emotions, values, motives); the ability to identify connections between thoughts, feelings and behavioural responses, one's resource zones and development zones; to form a realistic level of claims;

- ability to recognize the psychological basis of a client's behavioural manifestations and to take them into account when working with them;

- development of the skills of analysis of the quality of one's professional activity, completed tasks, recognition of one's professional mistakes, awareness of the need to acquire new psychological knowledge, skills, techniques, develop personal and professional characteristics and components of the professional and psychological culture[15].

For a future social worker who has developed reflexive mechanisms, key professionally important qualities, formed value and need for self-development and sociogenic abilities for their realization, it goes about raising the level of professional and psychological culture in order to facilitate a well-round client 's personal development the to realize its facilitating function. Facilitation is defined as encouraging the actualization of personal development potential of other people, motivating their self-development and activity. It is a tool for realizing the professional orientation of the social worker on the internal changes of the client's personality, increases the efficiency of giving him various assistance, and shapes the ability for professional and psychological activity in general[16].

Anticipation is an ability to predict possible partner's reactions in communication to build effective collaboration with him/her. The most favourable conditions for the development of reflection, facilitation and anticipation are created in socio-psychological training using the modelling of professional problem situations, with the processing and rethinking of real professional precedents, complex problems, conflicting relationships due to the fact that teaching educational material comes not only in theory but also by training new skills, technologies, techniques[17].

An important condition to form professional and psychological culture of future social workers at the university is the introduction of a personally-oriented education paradigm in the educational process which covers: principles of humanistic psychology of education (A. Maslow), model of "human-centered learning" (K. Rogers) personal reflexive-value-creative approach (V.V. Rybalka), concept of personality-developmental education (D.F. Kryukova), psychotherapeutic pedagogy (N.A. Rybakova), professionally nurtured training (N.A. Tkachova, T.F. Pohorielova), dialogic social interaction strategies (H.O. Ball) and a number of innovation-centered psycho-pedagogical techniques and methods. It includes:

- creating of a democratic, cultural, creative environment in universities by establishing democracy at teacher-teacher, teacher-student, student-student levels;

- providing by university administration the selection of highly qualified personnel of the teaching staff with a high level of professional and psychological culture, able to work with students on the basis of humanistic ethics: to create emotional and comfortable creative atmosphere of cooperation and mutual respect at the departments[18];

- humanizing the educational process, which should be based on the principles of humanistic ethics; cultivating an atmosphere of interest in human, his/her inner world;

- individualization of the educational and nurture process;

- subject-subject relations between teacher and students, based on trust, productive dialogic interaction; supportive relationships;

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[15] Особливості формування психологічної культури працівників освіти в інформаційному суспільстві (2017), с.79.

[16] Там само, с.31.

[17] Там само, с.78-79.

[18] Погорєлова Т. Ф. (2000) Система професійного виховання у вищій школі, с. 287-288.

- taking into account the age peculiarities of youth, promoting psychological growths are not simply taken into account, but actively formed and served as a basis for further student development;

- balanced development of the rational and emotional spheres of the future specialist, not only his mental, but also emotional and social intelligence;

- psychological support for vocational training;

- social and psychological support of students;

- involvement of interactive learning technologies in the educational process;

- consciously carried out by the student process of personal development and growth.

The issues of humanization of the educational and nurture process in education were investigated in the works by A. Maslow, K. Rogers, D. Freiberg, V.V. Ilyin, V.I. Vyrovy, H.O. Ball, V.D. Onyschenko, D.F. Kriukova and others.

As V.V. Ilyin and V.I. Vyrovy state, humanization of education is closely connected with the implementation of different types of "dialogical inclusions" of the teacher and student in the educational process. In dialogue, the main task is not to transfer the knowledge of the teacher to the student, but to organize the activities of the student, which "translates" it into the plan of interpersonal relations. In this case, the teacher acts as a consultant and organizer of the learning environment, not as a "carrier" of information[19].

H.O. Ball emphasizes the following principles of productive dialogic interaction: respect for the partner, for his qualities as an organic integrity; accepting the partner the way he or she is and at the same time focusing on his/ her optimum individual perspective; respect for oneself; adherence to the dialogue by the participants of the principle of agreement, recognition of a certain set of values shared by them[20].

The personal readiness of the university teacher to take an active part in the process of humanization of education can be said, provided that his/her willingness to pedagogical communication is organically combined: with the desire to facilitate, that is, to maximize the personal growth of each student, harmonious evolution of his/her individuality; with a commitment to dialogue, a sincere respect for the thoughts and positions of learners, an effort to engage them not only in spiritual values, but also in the dialogical process of their creation through their mechanisms[21].

P.S. Perepelytsia identified the following conditions for the development of professional and psychological culture:

1) organizational – contribute to the effective implementation of the program of development of psychological culture, ensuring the individualization of the process of training social workers in order to improve the quality of their professional training;

2) profound and procedural – ensuring the continuity of the content of forms and methods; orientation of content, forms and methods of professional training on the development of psychological culture;

3) psychological and pedagogical – providing a favourable social and psychological climate in the student group, productive dialogic interaction and facilitating relationships between the teacher and students;

4) humanistic – recognition of the student's personality as the highest value, satisfaction of his/her educational and professional needs[22].

The basic principles of professional and psychological culture development in the future social worker are defined as follows:

a) the principle of axiologicalization is enhancing the expediency, personal meaning, importance of mastering and using the system of psychological knowledge, skills, abilities as special values in order to improve vocational training;

b) the principle of reflexivity is awareness by all possible means of the specified system of psychological knowledge, skills, abilities, as undeniable personal values;

[19]Ільїн В. В., Вирового В. І. (1999) Гуманітаризація навчання як творчий процес, с. 167-168.

[20]Балл Г. О. (2008) Орієнтири сучасного гуманізму, с. 38-41.

[21] Там само, с.103-104.

[22] Перепелиця П.С. (2005) Неперервність розвитку психологічної культури особистості професіонала.

c) the principle of creativity is as a condition for attaining the personality of the high manifestations in his/her own activity precisely through the assimilation and creative use of psychological values;

d) the principle of continuity of psychological culture manifestations in a continuous chain of generations of its figures and the inclusion of students in this endless process of cultural formation;

e) the principle of psychological and pedagogical modeling of verbal reflexive-value-creative situations in the conditions of vocational training and practice;

f) the principle of aesthetic elevation and emotional and sensual consolidation of cultural processes and results in the course of vocational training of student youth[23].

It is also important to ensure the continuity of the development of professional and psychological culture, the necessary changes in the organization, structure and content of professional training of social workers. The professional and psychological culture of a social worker should be shaped by purposeful influence on his/ her personality in the field of education through revealing student opportunities, forming his/her motives, professionally important qualities in the process of purposeful interaction at the level of "teacher-student".

Conclusions and perspectives for further research. On the basis of generalization of the basic scientific ideas in the research of domestic and foreign psychologists, the components of the professional and psychological culture of the social worker were distinguished, taking into account the peculiarities of social work as a professional activity: value-semantic, emotional, reflexive and regulative and communicative. Occupational and psychological culture performs value-regulating, motivational, facilitative, developmental, integrative, adaptive, harmonizing, communicative, emotional and creative functions in professional activity.

Analysis of the social situation of development, leading activities, personal growths, patterns of development in the period of studenthood showed that age psychological features of late adolescence are the most favourable for the development of professional and psychological culture. A key role in the development of a professional and psychological culture is played by such interrelated and interdependent psychological mechanisms of self-development as reflection, facilitation, anticipation; introduction into the educational process of personally oriented paradigm of education, principles and conditions of its humanization, dialogic strategy of interpersonal interaction, a number of innovative psychological and pedagogical technologies and teaching methods.

The development of professional and psychological culture should be considered as a result of personal growth within the profession, improvement of creative and personal potential of the future social worker, holistic process of the development, which allows to perform in a highly effective professional work in the field of "person – person" without threat to one's own psychological health.

There is a need to further investigate the means of diagnosis, development and implementation of effective technology for the development of professional and psychological culture in future social workers in the university.

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1.2 CIVIC ACTIVISM OF YOUNG STUDENTS IN MODERN CONDITIONS

Statement of the problem in general. The development of civil society in modern Ukraine is impossible without extensive involvement of young citizens in solving social problems. Formation of civic position of young people and internal needs for civic activity belong to the priority tasks of state youth policy as well as activities of educational institutions and other social institutes. Given the Ukrainian present situation this issue gains important and requires to implement educational activities with student youth. The educational process in the modern higher educational institution should promote the development of the natural aspiration of youth to be socially active, in practice to identify initial skills of professional competence, general cultural erudition and personal responsibility. But it is obvious that only a small part of students takes an active civic position, the manifestations of activity are situational.

Analysis of researches and publications. The analysis of literature shows a significant number of researches of modern Ukrainian and foreign scholars on the problem of public activity of personality. Generally, e the following approaches are discussed: philosophical, psychological, sociocultural, political-legal, sociological. Directly the concept of "civic activity" is investigated in the writings of D. Akimova, T. Bezverha, M. Borishevskyi, S. Ryabova, L. Shanghina, M. Golovatyi, G. Grevseva, L. Korinna, O. Pliga, T. Savrasova-Vyn and others. The substantiation of philosophical and legal aspects of the public activity (civil and legal functions of personality) are discussed in the works of such scholars as L. Arkhangelska, L. Buiv, I. Kon, G. Smirnov, A. Harchev. The works of L. Bogovuch, A. Kovalyova, O. Leontiev, A. Petrovskiy, S. Rubinstein provide a psychological substantiation of problems of education of a citizen of society; study of the phenomenon of public activity through the influence of social policy (O. Kutsenko, M. Lukashevich, Y. Sayenko, V. Skurativsky, V. Sudakov, M. Tulenkov, etc.) and psychological and pedagogical mechanisms, conditions, and ways of its formation (K. Abbulkhanova-Slavska, D. Elkonin, A. Petrovskiy, etc.).

Unfortunately, too little is highlighted about the view of the youth as to its involvement in civil society, and its vision as the active participant in this more rational form of collective coexistence, which is a civil society.

The purpose of the article is to analyze the understanding and opinions of young people about the development of their own civic activity and inclusion in civil society.

Presentation of main research material. Civil society in the Ukrainian territory has deep historical roots and ethnonational tradition, which reach the ancient antiquity and create its unique specifics, causing the formation sof inherently Ukrainian type citizenship.

Currently the civil society follows the evolutionary path of development, and the new constitution of Ukraine actually recorded the basic principles of its development. Thus, the Verkhovna Rada of Ukraine accepts the Main Law of Ukraine "caring about the rights and freedoms of a person and decent conditions of its life, taking care of strengthening civil harmony on the land of Ukraine, striving to develop and strengthen democratic, social, legal state, aware of the responsibility to God, own conscience during previous, current and upcoming generations".

There are fundamental changes in the social structure of society, but with all the social branching, the state of civil society in this area is characterized today by the significant social layering and underdeveloped middle class, which is 12% of the population.

The experience of civil self-organization and self-fulfillment found its active manifestation through the formation of public organizations and movements, political parties, mass media, and also – elections, referendums, coalitions, opposition, lobbying, group pressure, local self-government etc. That is why we have powerful organizational and structural potential that would allow citizens to implement their own power will – to participate in the decision-making process on vital issues and to monitor their implementation. However, the real impact of these structures is negligible, and their capabilities are limited.

Formation of the principles of civic culture is ensured primarily by the quality (both in content and form) education system, which is reformed today considering domestic and foreign experiences. Transformation of the national educational system involve the formation of a socially active self-

sufficient personality with humanistic values, civil consciousness and holistic system of knowledge through cognition and self-knowledge, development and self-development, creation and self-creation, determination and self-determination, realization and self-realization[24].

Foreign policy choice of Ukraine – is an attention on the basic values of Western culture – parliamentarism, human rights, the rights of national minorities, liberalization, freedom of movement, the freedom to obtain education at any level, etc. These are all inherent attributes of civil society.

With all the diversity of this process, Ukraine develops civil society through the formation of nation-building, national self-awareness and self-understanding, moral and ethical rise, formation of modern political nation and Ukrainian national elite, and from here –understanding of civil society as a universal human value.

In contrast to Western Europe, where civil society was formed as a result of the long-term permanent evolution and in the process of modernization, in Ukraine there were only certain elements in the various stages of historical development of civil society which did not make completed system structure. This is due to another feature of the establishment of civil society in modern Ukraine – the paramount role of the State and the initiation of this process by it, as a rule, a revolutionary way from top-down.

Today's civil society is free and independent Ukraine, which has been trying to expand its capabilities in recent years. First of all, these are citizens of this country, who gradually build their future, change surrounding reality and revive spirituality and build a new democratic country. This is especially important in the conditions when a task of sustainable development of Ukraine in the social sphere is delivered, namely: elimination of poverty and reduction of poverty, improvement of human existence, development of social activity, strengthening of social functions of the State, ensuring equal opportunities in obtaining education, obtaining medical care and restoring health, ensuring social protection of citizens, etc.

Modern Ukrainians are the most sophisticated, highly educated, morally exalted citizens of their state, who hold the whole country. Each of them dreams of the best future and does many for it. After all, education of patriotic feeling lives in the hearts of every Ukrainian, this love and faith is based on folk traditions, national dignity, self-esteem, self-development and patriotism. Moreover, this faith is passed down from generation to generation, from father to son, from the oldest to the youngest. This faith is indestructible and stable. Each of us has been having a patriotic flame since one's childhood, which with age only unrests and does not fade, but it is necessary to maintain that flame.

In our opinion, the main guarantee of the indestructible society is education of patriotism and civic consciousness in young people. One of the main factors is forming the rising generation in a patriotic character, moral and spiritual reality and faith in the Ukrainian future.

Our opinion is that the formation of such qualities of a young citizen mainly depends on the system measures of the state power, local executive authorities, youth NGOs and each person in Ukraine. Education of patriotic spirit is a component in the formation of social and constitutional duties of youth, which carries the formation of personality traits, legal, moral, intellectual, labor culture. First of all, education is formed on the examples of Ukrainian history, Cossacks, culture of our ancestors.

The existence of active youth in Ukraine depends on the support in self-realization and self-knowledge of the professional level, namely innovative development in society, the opportunity to develop more and more sciences, to remake their acquired knowledge into new ideas. The need for this is great, as Ukraine entered into a time of innovative changes that affected all spheres of modern society.

Education provides foundation for the intellectual, spiritual, moral and legal basis of our society. Youth education influences the level of patriotism and civic position as well as spiritual education, and all spheres of social life. Strengthening the educational and qualification level, assistance to specialists in employment, encouragement to new opportunities should become a priority in the State policy of Ukraine.

The philosophical-cultorological research provides, a special place in the youth environment, perceiving the student youth as the future intellectual elite of the state, to which the role of civil society

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[24] Ципко, С. Громадська активність студентської молоді: проблематика соціологічного аналізу [Текст] / С. Ципко // Релігія та Соціум. – 2016. – №3 – 4 (23-24). – С. 189-197.

development is entrusted[25]. By their compliance orientations students traditionally are the least conservative social stratum of the population, which most sensitively reacts to social changes, and therefore is at the forefront of social progress. It is this category that most often initiates socio-economic, political and spiritual shifts adequate challenges time[26].

However, according to a contemporary sociological research, almost a third of young people have significant difficulties in aliening with ideological priorities, views and even with the attitude to their country and people[27]. It is possible to say that young people in modern Ukrainian society until recently acted mainly as a passive object, not as an active force capable of not only reproducing socio-political relations, but also demonstrating civic activity and Innovation.

Socio-political awareness of youth affects civic position and in general the current state of development. First of all, student youth is the main layer of the State which holds the social, economic, political spirit of every society. Because the younger generation is the future of every modern nation, which in turn satisfies the needs of citizens.

Citizenship is legally defined, stable, unrestricted legal relationship between a person and a certain state, which defines person's rights and obligations. Citizenship implies a certain combination of mutual political, social and other rights and duties. Citizenship – a structural element of the legal status of a person which reveals the main content of a person and state, relations with the state and society. It should be noted that citizenship is an integral qualitative certainty of a person. It means endowing and ensuring its respective rights and conditions of existence as a subject of a particular state, and signs of a citizen are legal status as a full member Society and its possession of the totality of civil rights and freedoms, belonging of which actually makes a citizen. It is citizenship that characterizes a person as a conscious citizen, marked by readiness and ability to actively participate in the affairs of society and the State on the basis of deep awareness of their rights and duties.

Civic activity is an active attitude of a person to the life of a society, in which it acts as an initiative medium and a conductor of norms, principles and ideals of the society as a whole, or a certain class, social group. Civic activity is manifested in social activities, participation in public movements, changes in existing and creating new forms of social life. In a broad sense, the concept covers all kinds of collective nonproduction activity in society, in the narrow sense, civic activity is distinguished from the political, although the latter is only a subspecies of the first[28]. As the quality of personality, civic activity appears in its ability to influence the life of a micro society, to satisfy their own needs and interests, to realize interests and goals of the collectives and associations to which it belongs, to solve important for them[29]. Tasks, striving to act in favor of the society, to respect and implement, in accordance with moral and ethical principles and age-related opportunities, their rights and obligations. The cognitive, motivational value, emotionally-assessed, and behavioral component – all of these are the components of the civic activism.

Thus, in understanding the ratio of civically active citizenship of young people is identified by the fact that in two cases it is the work of an individual, which unites all his social spheres with its civic awareness. According to the manifestations of civic activity, the following features can be distinguished: first – High level of cultural awareness of human qualities, which are transformed into civic activities; Secondly, it is public responsibility as a respect for generally binding rules and

[25]Букрєєва, І. В.Громадянська активність української студентської молоді: особливості виявлення та тенденції розвитку [Текст] / І. В. Букрєєва // Соціол. студії. – 2013. – № 2. – С. 77-82.
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[28]Саврасова – В'юн, Т.О. Наукові підходи щодо вивчення феномена громадянської активності [Електрон. ресурс] / Т.О.Саврасова – В'юн. – Режим доступу: http://www.nbuv.gov.ua/old_jrn/Soc_Gum/Sup/2011_22/Rozdil_2/01. – Загол. з екрану.
[29]Лісовець, О. Дослідження громадської активності сучасної студентської молоді // Наукові записки Ніжинського університету ім. Миколи Гоголя. Сер.: Психолого-педагогічні науки. – 2012. – № 2. – С. 18-22.

obligations; Thirdly, socio-political activities as a lever of equilibrium between the state and the community.

Civic activity reflects the level of civic culture of society, and to some extent it is determined by them. At the same time, the level of individual civic activity determines the level of public civic activity. These are interconnected phenomena, where personality showing civic activity raises its social level, which in its turn creates manifestations of civic activity of other people. Civic activity is based on the conscious desire of a person to participate in public life. Civic activity of personality is regarded as an active manifestation of human nature and represents the initiative influence of personality on the environment, on other people and on itself. Exploring dependence of civic activity on the territory of A. Guseva proved that young people in different regions of Ukraine has different indicators of activity. The difference in the levels of civic activism in the regions is explained by the cultural tradition and social capital of the territories[30].

It is important to conduct educational and self-development work with student youth, which will have great influence on personal development and the probability of self-discovery. The key to civic activism in young people is a comprehensive approach of all parts of society. These are social events, or the organization and implementation of programs which carry out improvement of changes for the society, and this influence of public associations on the development of the youth activity. After the acquisition of such skills as an active group the student youth carries the formation of skills and experience to a socially developed society. Acquired experience will in future identity one's one 'sown position and set priorities. Student years are an experience of learning, an experience that influences the ability to show organizational activities.

We support the opinion of N. Malynovska, that in the formation of positive views and beliefs of students it is essential to create situations in which there is a need to defend their opinion. During such situations the student begins to develop its own opinion and strengthens the internal position. They have an ability to affirm their own adequate beliefs about their people, their state and the global community. During such discussions the culture of thinking and culture of speech are formed and developed, logic and intellectual abilities are manifested, changing the views on social phenomena and their life. At the same time the civic position is being worked out; reassessment of values[31]. It is during the studies that the students have the opportunity to understand that it is an important person's ability to consciously and voluntarily unite similar, which drew the attention of Alexis de Tocqueville.

In our opinion, the increase of civic activity of students contributes to student self-government. One of the most important aspects of the active student youth is the organizational activity of the educational institution. First of all, such activities are aimed at the disclosure of such qualities as high responsibility, ability to solve certain issues, innovation in solving the problems, civil thinking, etc.

Thus, the development of civic activism of youth meets the urgent requirements and challenges of modernity, lays the foundations for the formation of conscious of current and future generations. Integration processes in Ukraine take place against the background of a surge of civil feelings and new attitudes towards history, culture, traditions and customs of the Ukrainian people.

Conclusions and perspectives for further research. Civic activity of student youth is the subject of research of many sciences: psychology, political science, pedagogy, philosophy, sociology etc. A variety of scientific views on the phenomenon of civic activity creates, on the one hand, a wide range of possibilities for its understanding, and on the other – it reveals contradictions between accumulated knowledge and experience. The situation is exacerbated by the absence of a unified concept of civic activity and its generally accepted definition, and the proximity to the concepts of social activity, public activity, socio-useful activities, socio-political activity result in their mixing,

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[30] Гусєва, А.В. Структура психологічної готовності до громадянської активності [Текст] / А.В. Гусєва // Практична психологія та соціальна робота. – 2008. – № 2. – С. 68-69.

[31] Малиновська, Н.Л. Розвиток громадянської активності молоді через освітній процес [Текст] / Н.Л. Малиновська // Ольвійський форум – 2019: стратегії країн Причорноморського регіону в геополітичному просторі: XIII міжнар. наук. конф. м. Миколаїв: програма та тези: міжнар. наук. – практ. конф. 5 червня 2019 р., «Залучення патріотично активної молоді до розвитку громадянського суспільства як чинник соціальної безпеки України»; Чорном. нац. ун-т ім. Петра Могили. – Миколаїв: Вид-во ЧНУ ім. Петра Могили, 2019. – С.29-31.

partial identification. It is urgent to transform this issue from a theoretical standpoint to practical implementation and to involve student youth in the development of civil society.

Further study of this issue may include the problems of formation of civic competence of students.

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1.3 ATTRACTING STUDENT YOUTH TO THE DEVELOPMENT OF CIVIL SOCIETY THROUGH PROFESSIONAL EDUCATION

Introduction. Professional education is extremely important nowadays. In the study it is understood as a set of relevant practical skills and certain knowledge that will be needed in the process of working in a particular field. High-quality education enables the best use of theoretical knowledge which was acquired during the practical training in different spheres of labor activity. However, only training itself is not enough for a young person. Observing the successes of other European countries, Ukraine's youth assesses the benefits and either tries to realize positive experience in their lives or leaves the country in search of a better life. Both, the first and the second group of young citizens, are quite active, mobile, have ambitions and resources, and are looking for opportunities to realize them. The youth seeks the most rational forms of collective life, which the civil society has. Let's try to consider professional education not as a tool through which professional knowledge and developed practical skills are provided, but as an opportunity to influence the worldview, expand the range of interests, contribute to the formation of social experiences of youth, involve in the development of civil society associated with them, and more importantly, associated with the protection of rights and freedoms and a worthy life.

Literature review. The issues of professional education and vocational and technical education are of interest for many reasons and on various aspects. General theoretical and methodological problems of functioning of the system of vocational education were discussed by such scholars as R. Gurevich, I. A. Zyuzun, N. G. Nychkalo, G. Y. Hrebeniuk, I. M. Kozljvska and others; professional education and training of specialists in Ukraine – A. O. Ligotsky, P. M. Oliynyk, M. Pindera, O. O. Gavrylyuk, V. O. Zaychuk, O. O. Kiyashko, etc.; the methodological substantiation of the professional training in institutions of vocational education is analyzed in the writings of V. A. Radkevych, L. H. Prytula, I. F. Prokopenko, P. I. Sikorsky, N. O. Tkachova, etc.; management activities in institutions of vocational education were researched by L. L. Sushentseva, V. P. Stelmashenko, L. M. Sergeyev; formation of different types of professional competence of future specialists – V. V. Barckasi, S. O. Demchenko, O. I. Marmasa, T. M. Matsevko, I. B. Mishchenko, etc.; psychology of professional development of the personality – K. Chernits'ki, I. V. Bandurka, S. Sytnik, etc.; methodology of continuous vocational and technical education – S. V. Goncharenko, T. M. Desiatov, M. B. Yevtukh, V. O. Lugovyi. O. Sysoyeva, etc.

There are a number of scholars who have been interested in researching the relations between various state institutions and civil society. Methodological problems of development of relations between public authorities and civil society in the context of the existing state-management paradigm were considered by V. Bakymenko, V. Knyazev, V. Martynenko, N. Nizhnyk, Y. Surmin, N. ya. Dubas; forms and methods of cooperation between state authorities and local self-government bodies with the civil society institutions – O. Babanova, T. Butyrskaya, O. Skrypnyuk; state of the development of civil society in Ukraine – A. Kolodiy, M. Trebina, A. Kvasha; legal provisions of interaction between the authorities with the public in the field of education – S. P. Krushynska; the place and role of young people in the formation of civil society in Ukraine and the issues of civic education were discussed by a number of scholars, including S. Bulbenyuk and N. Ishakova.

There is a number of laws that form the legislative baseline for the support of the development of civil society in Ukraine, among them: the laws of Ukraine: "On implementation of decisions and application of the practice of the European Court of Human Rights"[32]; "On public associations"[33]; "On youth and children's NGOs"[34]; "On political parties in Ukraine"[35]; «On professional creative workers

[32]Про виконання рішень та застосування практики Європейського суду з прав людини [Текст] : закон України від 23 лютого 2006 р. № 3477 – IV // Відом. Верховної Ради. – 2006. – № 30. – Ст. 260.

[33] Про громадські об'єднання [Текст]: закон України від 22 березня 2012 р. № 4572 – VI // Відом. Верховної Ради. – 2013. – № 1. – Ст. 1.

[34] Про молодіжні та дитячі громадські організації [Текст]: закон України від 1 грудня 1998 р. №281 – XIV // Відом. Верховної Ради. – 1999. – № 1. – Ст. 2.

[35] Про політичні партії в Україні [Текст]: закон України від 5 квітня 2001 р.№ 2365 – III // Відом. Верховної Ради. – 2000. – №23. – Ст. 118.

and creative unions»[36]; "On trade unions, their rights and guarantees of activity"[37]; "On freedom of conscience and religious organizations"[38]; "On social services"[39] and others; Decrees of the President of Ukraine: "On promoting the development of civil society in Ukraine" on 26 February, 2016; "Issues of the Coordinating Council for the development of civil society" on 4 November, 2016, № 487; Resolutions of the Cabinet of Ministers of Ukraine: "On approval of the procedure for facilitating the public expertise of the executive bodies" on 5November, 2008, № 976; "On the interaction of executive authorities, the secretariat of the Cabinet of Ministers of Ukraine and the state institution "Government Contact Center" on 12 August, 2009 № 898; "On ensuring public participation in the formation and implementation of government policy" on 3 November, 2010, № 996; "On approval of the procedure for the competition to identify programs (projects, events) developed by NGOs and creative unions, to perform (implement) financial support" on 12 October, 2011, № 1049; "Some issues of implementation in Ukraine of the initiative "Open Government Partnership" on June 13, 2012, № 671;"On the formation of the Heads of public councils at executive bodies "on June 20, 2012, № 658; "On approval of the procedure for maintaining the Register of Public Associations" on 19 December, 2012, № 1212; Order of the Cabinet of Ministers of Ukraine: "On the work of central and local executive authorities to ensure openness in its activities, public relations and interaction with the mass media" on 18 October, 2004, № 759; "On public discussion of systemic socio-economic reforms" on 15 December, 2010, № 2311; "On approval of the Action plan for implementation of the initiative "Open Government Partnership" in Ukraine on 5 April, 2012, № 220; "On approval of the Action plan for the implementation of the Open Government Partnership initiative on 18 July, 2012 № 514; "On approval of the Action plan for the implementation of the Open Government Partnership initiative in 2014-2015 "on 26 July 2014, № 1176; "On approval of the Action Plan on the implementation of the concept for the creation of the National Contact Center" on 2 March, 2016, № 182; "On approval of the action plan for 2016 on the implementation of the national strategy to promote civil society development at 2016-2020 years" on 2 November, 2016, № 802; "On approval of the action plan for 2017 on the implementation of the national strategy to promote civil society development for 2016-2020 years" on 11 May, 2017, № 296; "On approval of the Action Plan for implementation of the Open Government Partnership initiative in 2018-2020 years" of December 18, 2018, № 1088; "On the approval of the concept of civic education in Ukraine" on 3 October, 2018, №710-p, etc. However, the realization of civil rights and freedoms is a difficult process. Therefore, it is important to focus on young people as the most active and mobile members of the community and those who make changes in the community, especially young people who receive vocational training and are potentially ready to develop civil society.

The purpose of the article is to analyze the relationship between professional education of youth and its involvement in the development of civil society through educational process.

Results and Discussion. The leading world countries consider education and science as the main spheres of human capital formation and national and global priorities. We agree with the idea of N. G. Nychkalo[40], that every stage of development of society is characterized by its socio-economic, scientific and technical problems. Their solution requires new approaches, considering the dynamics of changes in the life of various social systems. The scholar V. P. Andruschenko[41] focuses on the fact that professional education in this context requires radical updating and replenishment of the

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[36] Про професійних творчих працівників та творчі спілки [Текст]: закон України від 7 жовтня 1997 р. № 554/97 – ВР// Відом. Верховної Ради. – 1997. – № 52. – Ст. 312.

[37] Про професійні спілки, їх права та гарантії діяльності [Текст]: закон України від 15 вересня 1999 р. №1045 – XIV// Відом. Верховної Ради. – 1999. – № 45. – Ст.397.

[38] Про свободу совісті та релігійні організації [Текст]: закон України від 23 квітня 1991 р. № 987 – XII // Відом. Верховної Ради. – 1991. – № 25. – Ст. 283.

[39] Про соціальні послуги [Текст]: закон України від 19 червня 2003 р. № 966 – IV// Відом. Верховної Ради. – 2003. – № 45. – Ст. 358.

[40] Ничкало, Н. Г. Неперервна професійна освіта як філософська та педагогічна категорія [Текст] / Н. Г. Ничкало // Неперервна професійна освіта: теорія і практика. – 2001. – Вип. 1. – С. 9-22.

[41] Андрущенко, В. П. Проблеми і перспективи розвитку вищої освіти в Україні на зламі століть [Текст] / В. П. Андрущенко // Директор школи. – 2000. – № 43. – С. 8-9.

educational process for training specialists with new standards, modern technologies and new understanding of the concept of human and the world around.

We are talking about overcoming totalitarian thinking and establishing ideological pluralism in education, forming a new model of a specialist, based on a combination of professional and civic qualities. The values of civil society are not obvious, so they need more serious, deeper awareness. Talking about civil society in the modern sense is possible only from the moment when a citizen emerges as an independent, individual member of a society who self-fulfils itself, which is characterized by the developed legal consciousness and ability to defend its rights and freedoms. As O. M. Volkova[42] noticed that in the countries "where democracy began to be built (both in Ukraine, Russia or Moldova), rather than returning to it (as in the Baltic countries, Czech Republic or Poland), the civil society was not able to form as quickly as it was necessary to serve and support democracy. It turned out that the decades should pass for its full development".

The institute of civil society, civic position, civic activity, civic education, civic competence – these and other concepts increasingly become the focus of scholars' and practitioners' attention in different spheres of human activity.

In our opinion, first of all, Ukraine as a country may have lost time and did not implement all due educational activities for children and youth because of various objective and subjective reasons. However, we do not discuss possible delay in these activities but try to consider what is possible to do today to increase civic activity of young people in modern society and to make a strong foundation for the future, engage young people in the development of civil society through professional education.

The Concept of development of civic education in Ukraine[43] was approved by the Decree of the Cabinet of Ministers of Ukraine on October 3, 2018 № 710-p. It stated that "the challenges associated with the formation of an active and responsible citizen with a high sense of dignity, strong civic position, readiness to carry out civil duties, require a comprehensive approach to solving the tasks in the modernization of the national educational system". The Concept of the development of civic education in Ukraine is based on the need to create favorable conditions for the formation and development of human civic competencies at all levels of education and in all educational institutions. Such approach will enable citizens to understand better and to exercise their rights in a democratic state, to take responsibility for their rights and obligations, actively participate in social and political processes, and also to ensure protection, consolidation and development of democracy.

Let's try to consider professional education not as a tool through which professional knowledge and formulated practical skills are provided, but also as a tool for attracting students to the civil society's development.

As the scholars note, for a long time the concept of "professional education" in the academic community was identified with the concept of "professional and technical education". Thus, G. Hrebeniuk[44] understands the concept of "professional education" as the provision of a professional training to citizens according to their desires, interests, abilities, in order to increase their work-related skills or retrain them.

The content of professional education, according to R. Gurevich[45], comprises a system of knowledge, skills, and features of creative activity of philosophical and behavioral qualities of a personality which are stipulated by the requirements of a society, as well as qualification and work profile requirements. The efforts of both teachers and students in educational institutions should be

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[42]Волкова, О. М. Громадянське суспільство: український контекст [Текст] / О.М. Волкова // Юридичний вісник. – 2014. – №3 (31). – С.24-28.

[43] Концепція розвитку громадянської освіти в Україні. – Режим доступу: https// zakon. rada. gov.ua/ laws/show/710 – 2018. – Загол. з екрану.

[44] Гребенюк, Г. Є. Теоретичні і методичні основи безперервної професійної освіти будівельно-архітектурного профілю [Текст] : автореф. дис…д-ра пед.наук: 13.00.04 / Г.Є. Гребенюк; АПН України, Ін-т педагогіки і психології проф.освіти. – К., 1997. – 40 с.

[45] Гуревич, Р.С. Теоретичні та методичні основи організації навчання у професійно-технічних закладах [Текст] / Р.С. Гуревич; ред.: С.У.Гончаренко; АПН України; Ін-т педагогіки і психології проф.освіти. – К.: Вища школа, 1998. – 229 с.

aimed at obtaining professional education at the appropriate level in the framework of conditions mentioned above.

We also agree with the definition of S. Sysoyeva[46] that vocational and technical education is based on general education and provides training for higher and middle qualification workers, special personnel. It is carried out in higher and secondary special educational institutions, vocational schools, professional courses, by means of studying at the production lines.

The stages of development of vocational and technical education in Ukraine were analyzed in detail by Y. V. Hryshchuk with reference to the works of leading scholars. In this regard the sixth stage is especially important for our topic – from 1991 till present. It gave impetus to significant changes in both scientific views and practical implementation regarding the delimitation of the concepts of "professional education" and "vocational and technical education" and specified the definition of "professional education". On July 24, 1991 the Joint Decree of the Ministry of Education of the USSR, the Ministry of Labor of the USSR and the Presidium of the Academy of Sciences of the USSR № 7/52/59 approved the "Concept of vocational education in Ukraine" that corresponded to the development of society at that time and identified the strategic directions of development. With the proclamation of independence of Ukraine on August 24, 1991 a search for the national way to build professional education, its adaptation to a market economy began.

The Resolution of the Cabinet of Ministers of Ukraine № 325 "The list of directions for training specialists with higher education for professional purposes, specialties of different qualification levels and working professions" dated 18.05.1994 introduced the specialty "Professional training" into the sphere of "Education" in the direction of training specialists with higher education in "Pedagogy".

The Decree of the Cabinet of Ministers of Ukraine "On the list of areas and specialties by which the training of specialists in institutions of higher education is conducted according to relevant educational and qualification levels in the specialty "Vocational training (training profile)" dated 24.05.1997 № 507 introduced into the field of knowledge "Pedagogical education"[47].

Thus, the adoption of the above-mentioned resolutions gave grounds to consider the concept of "professional education" more widely, because professional education can be carried out, both on the basis of vocational education and on the basis of higher education. The mentioned documents were perceived as a response to the demands of time.

We will use several definitions of "professional education", which indicate a direct link of professional education with a civic position: 1) An important socio-state institute that performs the function of training of young generation to address the future professional tasks in a certain field and provides a sufficiently high level of formation of different skills and skills, as well as the ability of continuous improvement of their work; 2) The ongoing process, stipulated by the needs of an individual, society and economic development of the state, aimed at constant professional-personal development and self-improvement of specialists, broadening of their opportunities in the conditions of quality change of work within one profession and under conditions of change in the sphere of professional activity[48].

As provided by the State National Program "Education" ("Ukraine of XXI century")[49], professional education is aimed at obtaining professional self-realization, formation of its qualification level, creation of a socially-active, moral and physically healthy national production potential, which should occupy an important place in technological renewal of production, implementation of practical of achievements of science and technology.

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[46]Сисоєва, С. О. Проблеми неперервної професійної освіти: тезаурус наукового дослідження: науковевидання [Текст] / С. О. Сисоєва, І. В. Соколова / НАПН України. Інститут педагогічної освіти і освіти дорослих. МОН. Маріупольський державний гуманітарний університет. – К.: Видавничий Дім «ЕКМО», 2010. – С. 126-128.

[47]Енциклопедія освіти / [Акад. пед. наук України; головний ред. В. Г. Кремень]. – К.: ЮрінкомІнтер, 2008. – 1040 с. – С. 734-735.

[48]Батечко, Н. Г. Підготовка викладачів вищої школи в умовах магістратури: теоретико – методологічні засади [Текст]: монографія / Н. Г. Батечко / за ред. Я. В. Цехмістера // Національний університет біоресурсіві природокористування України. – К.: ТОВ «Видавниче підприємство «ЕДЕЛЬВЕЙС», 2014. – С. 138.

[49]Державна Національна програма «Освіта» («Україна XXI століття»). – К.: Рад. шк., 1994. – 61 с.

We agree with the opinion of Y. V. Hryshchuk[50], that the main goal of professional education can be formulated in three directions.

The first is the creation of conditions for mastering human knowledge and skills in the field of professional activities, qualification or retraining, which ensures the participation of the person in the socially useful work according to his/her interests and abilities. At the same time, vocational education can be considered as a means of self-realization, as it is a professional activity which most fully discloses person's abilities, as well as a means of social self-protection, security and adaptation to the conditions of market objectives and principles of vocational education.

The second direction is the upbringing of an active person who is guided by universally acclaimed human characteristics (honor, conscience, human dignity, justice), cultural and national values (hardworking, freedom, tolerance, etc.) and is able to accomplish and establish production, industrial, economic, social relations, to participate in management, and is responsible for the results of its activities, etc.

The third direction is the satisfaction of urgent and promising needs of production in qualified specialists, the level of preparation of which would correspond to the requirements of scientific, technical and social progress, which would be professionally mobile, would have various professional and general knowledge, skills and abilities.

In the law of Ukraine "On education"[51] the content of professional training was defined in the following way: professional training of employees of the vocational professions includes primary vocational training, retraining and professional development of workers. It can be carried out directly by the employer or organized on contractual terms in vocational educational institutions, enterprises, institutions, organizations, and workers who under the classification of professions belong to the following categories: managers, and professionals. Retraining, internships, specialization and professional development and can be organized on contractual terms in higher education institutions.

In accordance with this law, higher education provides fundamental scientific, vocational and practical training, which may result in obtaining a degree of higher education in accordance with one's callings, interests and abilities, scientific and professional training, retraining and advanced training.

Higher educational institutions are: University, Academy, Institute and College. Higher educational institutions train specialists with the following degrees: Junior Bachelor and Bachelor – colleges; Bachelor, Master, PhD, Doctor of Sciences –universities, academies and institutes.

The most important component of higher education is university education, as the university is the classic, the oldest and the most common type of higher educational institution. Therefore, in the content of university education professional paradigm has found a manifestation in enriching and expanding its context. Within this paradigm, science ceases to be independent as a means of cognition and explanation of the world. It began to function as a production force, which contributes to the development of machinery and production directly. As a result of this approach, the university began to concentrate on and expand not only the range of scientific knowledge, but also the best examples of public and professional activities of a person.

From that time universities began to receive higher medical, legal, economic, pedagogical, engineering and other higher professional education as a response to social inquiry of the society.

In Ukraine today partial professional education is acquired at the secondary educational institutions during the professional orientation of students at school. Moreover, the students learn new information about their future profession by attending elective classes and extracurricular activities.

However, the main way of obtaining professional education is through vocational schools and various specialized higher educational institutions of all types. Vocational schools provide an opportunity to obtain secondary education and at the same time to get degree of a specialist. Also, higher education has III-IV levels of accreditation to prepare highly qualified personnel in different spheres. The basis of professional education is gradual preparation of a young person for his/her

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[50]Грищук, Ю. В. Визначення професійної освіти і навчання: сучасні акценти [Текст] / Ю. В. Грищук // Педагогічний процес: теорія і практика. – 2014. – № 4. – С. 16-22.

[51]Про освіту [Текст]: закон України від 5 вересня 2017 р. № 2145 – VIII // Відом. Верховної Ради. – 2017. – № 38-39. – Ст. 380.

professional career choice, which should rely on his/her own knowledge and skills. The results of this process should be successful professional employment according to the one's selected specialty and profession.

Thus, professional education, first of all, should be considered as aimed at the well-round development of a personality, his/her high qualification as a specialist and professionalism which is a guarantee of wide and effective application of the latest high-tech technologies, improvement of the welfare of the population, ensuring economic stability of the country on the way to becoming a legal state and civil society. Establishment of civic and humanitarian values are priorities for the development of professionally important tasks of civil society in Ukraine.

Speaking of civil society, we consider it as one of the most important values and cultural phenomena of modern society. Civil society in its conventional sense, acts as a set of social formations (groups, teams), united by specific interests (economic, ethnic, cultural, etc.), implemented outside the scope of state activities. It allows, in the framework of a democratic system of social life arrangement, to control the state actions. The state, deprived of the inner freedom of public relations, does not support the democratic regime of social life, and does not develop the values of legality, freedom and democracy. It does not have the privilege to develop on the basis of charitable initiatives, innovations, and energy of the civil society. In the face of totalitarianism or even limited democracy, civil society rather situates itself as the resistance element, and is a set of illegal social trends. Civil society is a sphere of human life, which is free from direct influence of the state and its officials, but at the same time it is organized, internally ordered and interacts with the state, and the sphere where people realize their private interests and are grouped into groups and organizations.

In modern practice civil society, as noted by S. V. Kulchitsky[52], is usually considered the antithesis of the state. The democracy and human rights predicators highly value civil society because it enables certain independence of citizens from the state. However, it should be noted that the State defends civil society and makes its existence possible. Important functions of the modern state are to protect private property and to develop such samples of expected social behavior of citizens who contribute to strengthening public order so that the governments could not easily change social order. Supporting the political, economic and social environment in which independent associations can emerge and act, the state assists the creation and development of a civil society.

Let's recall that the origins of the notion of civil society comes from the Scottish Enlightenment (1740 – 90). In the middle of the 18th century F. Hutceson, D. Üm, A. Smith, J. Stuart, A. Ferguson and others began to consider the market not as a socially destructive force, but as a unifying element of a new society. Market relations, in their opinion, encourage citizens to adhere to the rules of good pitch (civility). Entrepreneurship was considered quite a decent occupation, able to maintain a life-affirming public morality. "What all this turmoil in the world" is asked by Smith in his "Theory of Moral Sentiments" (The Theory of Moral Sentiments, 1759) and answered, "To be noticed, to be honored, to sympathize with you, to be honored and welcomed". The concept of the Commercialized society of the Scottish Enlightenment, as well as the concept of the Roman Law on Civilis Societies, is based on the assumption that people can act and live as equal persons, if they comply with the laws. It is the same as citizens of a legal state. At the same time, the Scottish educational thought interprets the Commercialized society and as such, which has a mechanism that encourages citizens to practice rules of good tone. These views are quite close to modern students, because they feel all the peculiarities of the market economy, looking for their place in the labor market.

Modern student youth is quite pragmatic in their intentions and goals, in the desire to get instant results. When it comes to gaining knowledge, this knowledge should be triggered quickly and efficiently, justifying investing one's own time and money in education. Understanding that a person learns throughout life, adapts to the changing world, raises one's professional level, is engaged in self-development, self-improvement, etc. – all of these comes with time. That is, to persuade young people

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[52] Кульчицький, С.В. Громадянське суспільство // Енциклопедія історії України: Т. 2: Г – Д / Редкол.: В. А. Смолій (голова) та ін. НАН України. Інститут історії України. – К.: Вид-во "Наукова думка", 2004. – 688 с.

that theoretical knowledge and practical skills gained in higher educational establishments will be useful in the future today is ineffective, it is necessary to show the benefit already during the studies[53].

Student youth is a social group, which, by its views and compliance orientations is very close to intelligentsia, which plays a leading role in the production and dissemination of cultural and normative landmarks in a society. Therefore, professional training of students in higher educational establishments is aimed not only at gaining professional knowledge and skills, development of professional abilities, but also at the formation of philosophical and public qualities of a future specialist, development of creative approaches for unusual situations and creative thinking etc. Modern student youth is the most active and mobile participant of the changes that take place in the society. It is ready to overcome obstacles and find way outs of difficult situations with less effort.

Involvement of active youth from the specialty "Social work" at Petro Mohyla Black Sea National University in the development of civil society is facilitated by educational programs of preparation for bachelor's and master's degree. Within the framework of the disciplines "Social work in different spheres of life", "Technologies and methods of social work", "History of social work" and other disciplines we discuss important needs of the development of Ukraine, including formation of active civic position, civic competence, establishment of national identity of citizens on the basis of spiritual values of the Ukrainian people, national identity[54].

Civic activism of youth is assessed through its life stance, views, deeds, desire to change their country, etc. Civic activity does not arise by itself. It is the result of education and, firstly, patriotic education. Understanding patriotism as a civic feeling, whose content is love of the Motherland and willingness to sacrifice its interests for it, devotion to its people, pride in the heritage of national culture, emotional experience of belonging to the country and its people, etc. We also consider patriotism as a social and moral principle, as an assessment of the personality elements of the Motherland, etc. However, we remember that patriotism includes several notions closely related to nationalism which has a negative meaning for the progressive part of the humanity. The traditional antagonist of patriotism is cosmopolitism. The social direction of civic education is based on the study of the norms of morality, their observance, focused on understanding the priority of human values and interests, education on respectful attitude to culture, history, language, customs, traditions of the Ukrainian people. Thus, it is possible to help to understand these concepts at theoretical level during lectures, seminars, discussion forms of education.

Young people are often accused of being passive or radical. However, the reasons for these conditions are also known: misunderstandings with authorities, lack of jobs, weakness of moral principles, alienation from circumstances, etc. In our opinion, progressive civic activity is located in the middle of these limiting phenomena and can provide a dignified life to a young person as well as the country when it is a systemic process.

The importance of the socio-humanitarian aspect of practical social work should be emphasized. Social work, first of all, is evaluated by the result rather than by a process that is in time and space, and the result should usually be expected and predictable. So, the question arises how to use previous experience and knowledge, how new knowledge is suitable for social work when developing civil society.

During the process of training of future social workers, they study socio-humanitarian disciplines, that is receive and gain socio-humanitarian knowledge that creatively use during trainings, seminars, internships. During the process of teaching social sciences to future social workers it is important to emphasize that social sciences seek to identify objective laws that express the most substantial, common and necessary connections of phenomena and processes. Social laws, unlike the laws of

[53] Малиновська, Н.Л. Прагматизм як інструментарій у підготовці до професійної діяльності майбутніх соціальних працівників [Текст] / Н.Л. Малиновська // Соціальна робота: становлення, перспективи, розвиток: Матеріали IV Міжнар. наук.-практ. конференції 24-25 травня 2018 р., м.Львів. – Львів: СПОЛОМ, 2018. – С.316-319.

[54] Малиновська, Н.Л. Розвиток громадянської активності молоді через освітній процес [Текст] / Н.Л. Малиновська // Ольвійський форум – 2019: стратегії країн Причорноморського регіону в геополітичному просторі: XIII міжнар. наук. конф. м. Миколаїв: програма та тези: міжнар. наук. – практ. конф. 5 червня 2019 р.

nature, are manifested through human activities under different conditions, and social laws act as a tendency, not as constant values.

Social knowledge as a product of social sciences is primarily a knowledge of relatively persistent and systematically reproducible relations between socio-demographic and professional groups, classes, peoples. It is the knowledge about society, about the processes that occur, about their causes and consequences. Social knowledge has its own peculiarities that are generated by the specifics of social knowledge and are designed to provide a better understanding of what is happening in the society, to contribute to solving tasks and prevent the emergence of social conflicts. This is possible through the study of historical facts, analyzing social processes, conducting research, etc. Thus, using the course "History of Social Work" as an example, the students study the main stages of origin, formation and evolution of social work from the forms of charity to the professional types of activity, trace the status and attitude of society to categories of needy, granting them social assistance. This forms a systematic representation of students on the evolutionary path of development of major historical forms, models, aid institutions and human support. The course is important in the process of professional training of future professionals, as it considers the development of social work in the historical perspective, explains the reasons that ignite the phenomenon of social support and mutual aid, help to assess the role of public care and charity both in the past and in the life of modern society.

But the important thing for a social worker is not only the study of facts, laws, dependencies of the social and historical process (social knowledge) but, first of all, the human world, the goals and motives of human activity, spiritual values, personal perception of the world, i.e. humanitarian knowledge. We will use a narrower definition of humanitarian knowledge as knowledge of the humanistic and private in a person. In this sense, social sciences are humanities to the extent they consider the subjective factor of social development – a person as a person, as a holder of individual qualities. As there is no society without a human and there is no human being without society, interdependence and interconditionality of social and humanitarian knowledge is evident.

For students it is necessary to emphasize that the sciences, which give social and humanitarian knowledge, help a person to comprehend itself, find the "human dimension" of natural and social processes, contribute to forming constructive way of thinking and human actions, to build clever behaviour with other people, learn to live in a modern world with its diversity of cultures and lifestyles, etc.

Historically, humanities and general education contributed to the development of enlightened personality. But lately there is a reduction of hours on teaching such disciplines or adaptations of training courses to specific competencies. Another explanation is that secondary training (traditional humanitarian discipline) is carried out within the framework of high school, and the task of higher education is to prepare for practical activity.

It is worth to draw attention to the experience of one of the American Universities (Florida), in which every freshman must undergo a course called "What is a good life?". The program begins with this entry phrase: "This issue becomes particularly relevant when you are increasingly involved in making decisions that define your future and the future of other people. To make a clever, moral and well-established choice in life, it is useful to reflect on how people are simultaneously individuals and members of the local and global community".

The sphere of human relations, interaction and life is extremely important and complicated in terms of its study and comprehension depending on what factors and on things the attention is focused. This sphere is called the sphere of social or humanitarian phenomena and processes. When attention to social phenomena and processes is connected with the existence of a society, public order, public institutions, norms, it is about social sphere. When consciousness, reasoning, spiritual phenomena and processes come to the forefront, this is a humanitarian reality. With this outline of these areas, attention is drawn to subjective aspirations, interests, desires, since social and spiritual direct and directly relates to human, resulting in an impartial approach. There is a clash of thoughts, interests, aspirations, harassment, the spirit of the competition, and then a tough struggle. In such circumstances the necessity of armament of social-humanitarian knowledge for solving practical problems of social work involuntarily arises.

A priority role in the learning process is allotted to active methods based on democratic interaction styles which promote critical thinking, initiative and creativity. The following methods include: social and project activities, situations and role-playing, socionics, method of open stand, socio-psychological trainings, educational auctions, creation of problem-based situations and success situations, analysis of conflicts and behavioral style models.

When shaping the views and beliefs of students it is important to create situations in which there is a need to defend one's opinion. In such situations the students begin to develop their own opinion, strengthen their internal positions. They also provide opportunities to establish students' adequate beliefs about people, their country and the global community. During such discussions, the culture of thinking and culture of discussion, logic, intellectual abilities all are being changed. There is a change of views on social phenomena, one's life, civic position, reassessment of their values. Today students need to be taught not to adapt to the conditions of a changing environment, but to find new instruments to influence them.

It is during the studies that students have an opportunity to understand that it is an important person's ability to consciously and voluntarily unite similar concepts and things, which also Alexis de Tocqueville notes. From the point of view of the social system structure, civil society is a kind of social space where people interact as stand-alone individuals, while interacting, forming a complex, multilevel network of civil relations and interdependencies. They build their own social life and social society that does not need coercion from political structures to function. From the standpoint of relations with the state, civil society is the sphere of autonomous existence, self-determination, realization and self-organization of individuals, which is protected by laws from direct intervention and regulation by state power, this is the set of relations in the society (economic, social, spiritual, etc.).

Conclusions and perspectives for further research. Thus, while studying in a higher education institution modern student has all possibilities for forming the civic engagement both at theoretical and practical level, understanding the benefits of a civil society, which leads to the creation of the most rational forms of collective life.

The development of civil society is vitally necessary in Ukraine due to the necessity of achieving social harmony, unity of the processes of increasing the level of life of the Ukrainian people and achieving modern humanitarian standards of developed countries. Democratization and humanization of the teaching and educational process, development of high moral and civic qualities become very important today for Ukraine. The modern stage of development requires from educational establishments the implementation of systemic measures aimed at developing a citizen who is competent, capable of further self-development and self-improvement.

The ways of developing civic competence and thinking of students through the educational process need further investigation and might be promising areas of research.

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1.4 PECULIARITIES OF STUDENTS' GOAL ORIENTATION BASED ON STUDYING SPORTS TOURISM

The problem of civic participation has always been relevant in a variety of sciences, especially psychology. One of the characteristics of civic participation is a desire of the individual to reach success in the society he lives. Nowadays success in the society correlates with purpose, values, and an important criterion for evaluation. Regarding these the issue of the formation of goal orientation in the young generation, namelyyouth, has been relevant lately. L.S. Vygotsky believed that psychologists would never understand the human personality being viewed only in connection with the past (according to Z. Freud), present (according to the views of the behaviorists), abstracting from the final behavior orientation.

Civic participation is not built without a focus on the stated purpose. The relevance of the research is based on the desire to understand what characterizes the concept of "goal orientation" which helps a person gain self-fulfillment and self-realization in the society, and, as a result, gain an active citizenship. The formation of goal orientation in youth while studying sports tourism is of particular interest. After all, sports tourism promotes activation of the formation process due to the use of roles (positions) while camping and competing.

Ukrainian psychology has several scientific schools and directions in the study of personality orientation: theory of setting (D.N. Uznadze) individual's relationship (V.N. Myasishchev, B.F. Lomov), theory of significance (N.F. Dobrynin), needs and motives (S.L. Rubinstein, A.N. Leontiev, L.I. Bozhovich). The question of goal orientation was first described by Y.V. Vasiliev.

The concept of "orientation" was coined by S.L. Rubinstein who pointed out that in the psychological study of a person it is very important to understand what he/she wants to get from life. Taking into account the dominant motives the following kinds of individual orientation are defined: on him/herself, on other people, and on activity. The issue of orientation is primarily a question of dynamic tendencies that being the motives determine human activity and, thus, the tendencies themselves are defined by its goals and objectives[55].

Leontiev determines the orientation as a set of stable motives that guide the activity of the individual and relatively independent of the current situation[56].

K.K. Platonov determines the orientation of the individual as a component of personality structure that includes a few related hierarchy forms such as beliefs, longing, interest, desire, and outlook[57].

L.I. Bozhovich determines the orientation as steady guidance, direction of thoughts, feelings, desires and actions resulted from the dominance of the main, preferred, leading motives that dominate all other motives. She claims: "The presence of constantly dominant motives of a child's behavior and activity creates the orientation of his/her personality"[58].

Ukrainian psychologist V.A. Semychenko focuses on the issue related to the relation of the motive and goal. She believes that the object itself in its material form does not stimulate the activity (motive-goal), and the potential ability of the subject is a means to meet a specific need, i.e. its value for the subject[59].

K. Levin paid special attention to the individual orientation considering the goal in the context of field theory. He declared: "Almost every set of psychological problems especially in the field of motivation and personality includes, if necessary, an issue of the goal and goal-oriented behavior"[60].

According to A. Maslow content theories of motivation describe the structure and content of needs, their connection with the human motivation to the activity; try to answer the question of what

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inside factors motivate human to the activity. A. Maslow states that motivation explains the orientation of an action, organization and sustainability of an integrated activity aimed at achieving a certain goal[61].

In theoretical terms B.F. Lomov contributed significantly to solving the problem of the goals and motivation. The activity comes from these or those motives and is aimed at achieving a certain goal[62].

Y.V. Vasiliev was the first to consider the components of goal orientation. He also developed the problems of component of an individual's goal orientation, highlighted a new function of orientation which is a degree of remoteness of goals from the present situations, and developed a method of "Goal orientation of an individual" that was applied in this research[63].

S.L. Rubinstein claimed an important role of need and motivation as the main factors that motivate human orientation. Youth is associated with the restructuring of the social life (social roles) and changes in his/her interests. Renewal of the activity causes intense civic, professional and psychological development. There are significant motivation changes in youth: the key motives are related to the formation of interests, and future life plans. The structure of motives is characterized by a certain system of subordinate motivational tendencies on the basis of leading socially important motives that have become valuable for an individual[64].

Thus, the generalization of different concepts regarding the problem of goal orientation allows us to define its basic terminological apparatus, which forms the basis for understanding the concept of term "goal orientation":

• Goal-forming is the self-determination of goals by the subject, their acceptance and retention for a long time.

• Goal setting is the central phase of managing one's own activity, which involves setting a general goal and a set of goals, in accordance with one's strategic goals, interests, and life goals.

• Dedication is a strong-willed personality trait that characterizes human activity aimed at achieving results and is expressed through the vector path of the goal.

• Goal orientation is a qualitative characteristic of a person's orientation to determine vital goals, which is determined by a person's willingness to achieve the desired result.

The analysis of the Ukrainian and foreign literature made it possible to create a theoretical model of the individual's goal orientation (Fig. 1), which contains the main components and forms of manifestation, by virtue of which it occupies an important place in human life.

In social psychology the concept "role" is defined as the social function of an individual; appropriate human behavior in the accepted norms according to their status or position in the society, in the system of interpersonal relations. Individual role performance by a young person has a certain personality specification which depends on his/her knowledge and skills to be in this role, the importance of the role for a human, a desire more or less to meet the expectations of the surroundings. The range and number of roles are defined by diverse social groups, activities and relationships and a personality being a part of it, and his/her needs and interests. The variety of roles in sports tourism depends on the types of activities and complexity of the position.

The forming experiment involved 167 students. 82 of them were a part of the experimental group. They studied at the Mykolaiv regional center for tourism, local history and excursions for students. Other students (85 persons) were a part of the control group, they studied in Petro Mohyla Black Sea National University.Tourist activity of the study subjects consisted of several kinds of sports tourism. The first and the most important kind is to be involved in trips. Each has its own characteristics. According to the arrangement, the route, and the means of transportation trips can be attributed to a particular type of tourism such as hiking, mountain, ski, water, and cycling tourism.

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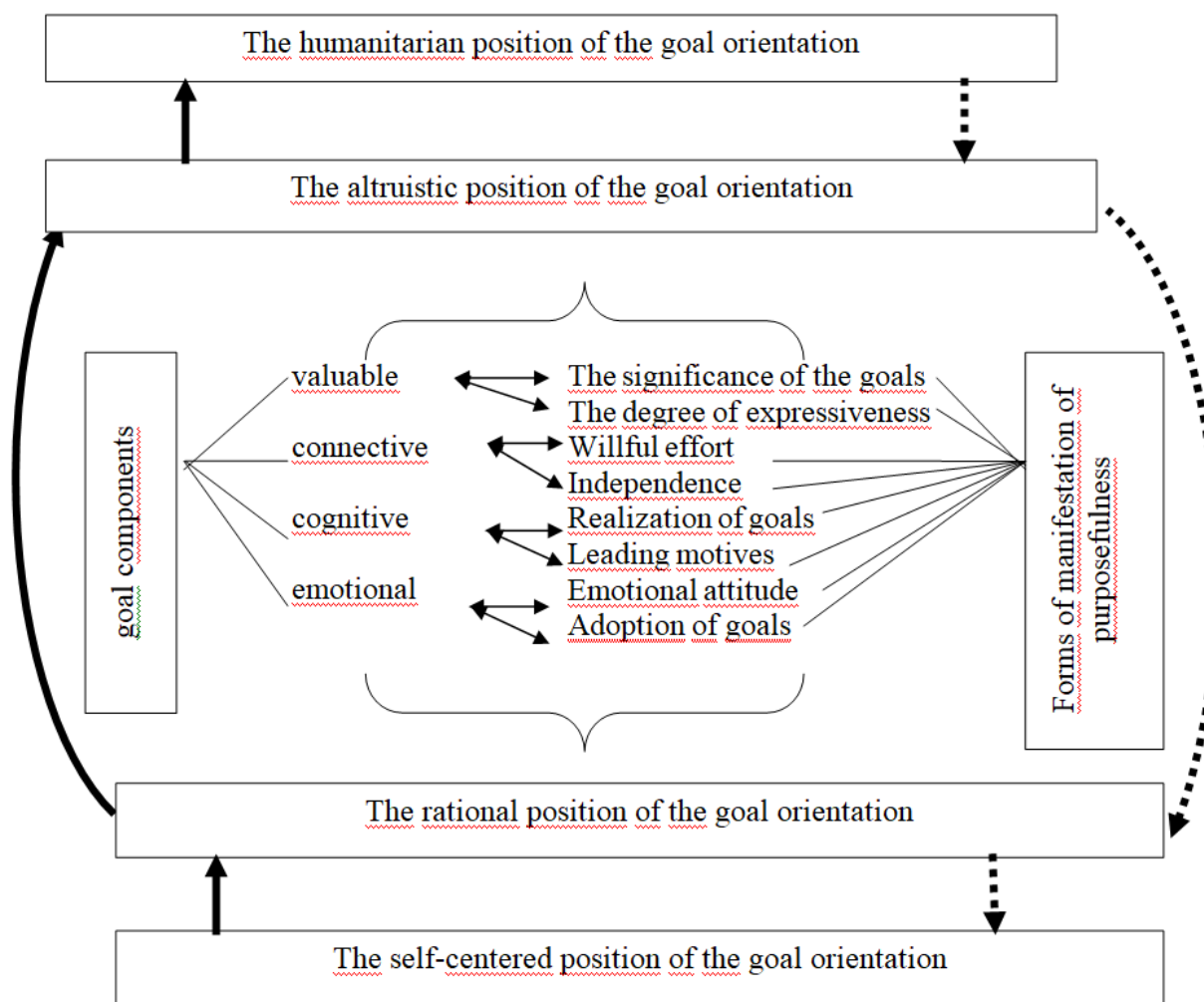
Fig. 1. Theoretical model of the individual's goal orientation

Each type of tourism used in the study is divided into two types of events. The first type characterizes the events which are based on sports trips through a classified route. In competitive terms, this type of events is implemented in the form of trip competition, tourist quiz or championship in the same geographic area and absentee championship. The participants of these events can be groups that passed a route in any place in the world. The second type of events is a tourist all-around which is held in a form of a rally, a cup, a championship, performances or a complex event in multiple types of tourism. All-around tourism competitions may precede the tourist quiz and a trip championship in one area and naturally complement each other. Students as subjects are involved in 7 types of a tourist all-around during a year. All the types are organized and held by Mykolaiv regional center for tourism, local history and excursions for students. The types include personal obstacles, general physical preparation, connections technique, sports orienteering, relay of connections, and cross hiking.

A system of variable positions was applied to assign roles to students. The system of variable positions is a system of self government that operates during the preparation and conduct of trips and competitions. All participants take certain positions, and some positions can be changed while going on trips. The change of positions is made after the group leaves the place of staying for a night. The positions include a navigator who is responsible for the technical description of the route, people on duty, a photographer responsible for local lore task, a repairman, a doctor who is in charge of food while hiking. The duties of these roles were the next:

- A task of a navigator is using a compass and a map to lead a group according to a scheduled route for this day.
- The task of a person responsible for the technical description of the route lies in marking the main areas of a track, time and speed of passing it, the distance between them, overcoming obstacles, and their degree of complexity in a special notebook.

- Students who are on duty acquire basic skills of self-service work. The task of those who are on duty is to take care of fire, firewood, breakfast, lunch and dinner.

- A photographer is a person who is responsible for photographing groups in certain strategic locations throughout the route. These photos will be necessary for reporting about the route and identifying the category of its complexity.

- The task of a person responsible for local history task lies in keeping track of landmarks which a group passes by, preparing necessary information for a trip about the historic places of interest in a special diary.

- A doctor is a person who is responsible for the first-aid kit and has the skills of providing first aid.

- A person responsible for food has to make a menu for the whole trip, arrange the purchase of food and arrange a delivery of products to the people who are in charge of preparing meal.

There were classes in tourism with an experimental group of students for one year (during 2018-2019 academic year). These students attended the classes three times a week within one academic year and once a week in the summer. The subjects received the skills not only about being ready for different types of trips (hiking, cycling, caving, water), but also were preparing to take part in city and regional competitions. The students also learned how to write reports on completed trips to participate in the All-Ukrainian absentee championship in trips of different categories of difficulties among students.

The use of variable positions by the youth in the trips and successful performance were described in the diaries which were filled out after every trip.

Further steps in the study were associated with a quantitative test of the results in a forming experiment. There were held special checking situations at the end of each year. The focus of our experiment is in using a "technique to study individual goal orientation" developed by Y.V. Vasilyev[65].

This technique reveals the main goals that students set for themselves. A number of goals were limited to twenty and it took time to decide on a major life goals within ten minutes. Obtained goals reflected unconscious mental activity of the subjects as no other instructions were given except for completing twenty sentences. That is why the students could complete them in any sequence. The only condition that limited the respondents is lack of time. Limited time and spontaneity encouraged getting true goals that at the time of conducting the study were of high importance for students. Also, the technique allowed to see the distance of a goal, which made it possible to characterize the subject according to his/her being ready to pursue his/her goal and his/her ability to put this goal into reality. This factor showed that distant goals are the highest in the humanistic, moral and ethical terms.

The main objective of the study at this stage was to identify the entire range of possible goals that can be set by the subjects at the beginning of classes in tourism activity. The next step was providing an experimental observation and interviewing people who had influence on students while attending classes in tourism as for the changes at psychological, moral and social levels.

After providing empirical study among students who were part of the experimental group to identify the orientation of set goals, it was possible to see how a subjects' position changed in social environment, what actions and efforts they made to implement the set goals, how their behavior, worldview and self-image changed while achieving the goals; what emotions they had after realizing their success and failures, whether they managed to achieve their goals, and how vital goals changed within one year. The technique applied to the study implied goal orientation in seven areas such as personal, intimate, family, friendly, educational and professional, social, and amateur.

Personal sphere of goal orientation includes goals related to self care, orientation to one's own ego. The second sphere is intimate where goals are focused on relations with the opposite sex. They relate to issues of love, starting own family, wedding and marriage. The third sphere of the goal orientation of the individual is family-oriented. It concerns the goals related to parents, grandparents, brothers and sisters, home. The fourth sphere of orientation is friendly. It contains goals connected with friendly communication, friends and others. The fifth sphere is about education and profession which covers the issues related to gaining knowledge and a future profession. The sixth sphere of individual's

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[65]Васильев Я. В. (2007) Футурреальная психология личности, с. 247.

orientation is public. It includes all issues concerning society in general. Its content of the goals relates to universal values, political and ideological views. The last sphere is of amateur type. This sphere includes goals that are associated with individual activity that is not imposed from outside and is carried out on its own initiative. This sphere is different from leisure which is of entertaining nature.

Provided methodology incorporates several components. The first column is the original list of goals which is essential because all the further work is based on it. This list displays spontaneous and unconscious activity of an individual because the subjects have not been set any other goals except for being required to be frank and continue a statement within a limited time.

The next column is a column of the significance of goals. Unlike the previous list that reflected unconscious activity of the individual, the list is reconstructed basing on the importance of the objectives for the subject. The comparison of these two lists shows the correlation of unconscious and conscious processes in the structure of the goal orientation of the individual.

The column "Date" displays the time when each separate goal will be achieved. This indicator helps determine how far the goals are taken in the future from the present situation.

The column "goals implementation" shows assessment by subjects themselves regarding every desire from a position of its implementation now.

The column "Dependence on ego" reflects the evaluation of every desire from the position of how achieving it depends on own efforts. These two columns are almost identical because they reflect the implementation of self-esteem and personal influence opportunities to achieve goals. Implementing the goals, we determine how the subjects assess the done part on the way to the goal.

The second indicator is the dependence of achieving the goal on one's own efforts, an important indicator of confidence in one's abilities and opportunities important for the future. The following figures reflect emotional and volitional attitude toward each goal.

The column "emotional attitude" and the column "willpower" show how upset a person will be if the goal is not achieved and how many efforts the students will make, if there are any obstacles in achieving goals.

After receiving the results of the study, the next step was to conduct a statistical tabulation of the results. The main task was to identify the number of goals in each of seven spheres, distance of goals, and correlation of unconscious and conscious lists of each subject. It was also necessary to conduct a psychological analysis of goals. As a result, this analysis shows that there have turned out levels of the individual and their type. "Research technique of the goal orientation of the individual" reflects the results obtained within the period of 2018-2019 academic year in Table 1 and Table 2.

Table 1

Quantitative results in the spheres of goal orientation in students of the experimental group before the forming experiment

Spheres of orientation	Total amount of the goals	% to the general amount of goals	Initial list of goals	Significance of goals	Time of fulfilling goals	Implementing goals	Dependence on ego	Emotional attitude	Willpower
Personal	100	25	7,8	7,2	4,7	3,2	6,3	6,4	5,3
Intimate	44	11	12	11,6	8,6	4,1	4,2	7,8	4,8
Family	35	8,8	5,3	5,1	6,9	6,8	5,7	5,3	5,9
Friendly	48	12	8,4	7,2	5,2	5,4	7,3	8,2	7,2
Educational and professional	55	13,8	7,9	8,5	4,9	4,9	8, 1	6,1	6,4
Social	36	9	11,8	12,7	5,7	5,6	3,9	5,7	5,7
Amateur	82	20,5	6,6	6,1	4,6	4,1	4,5	7,3	8,1
Total	400	100	8,5	8,5	5,8	4,9	5,7	6,7	6,2

In the first table you can see that most of the goals are associated with a personal sphere representing 25% of all goals. Amateur sphere takes the second place and represents 20.5%. This indicates that the investigated students are more focused on their own "ego". Most of their goals are related to meeting their own needs, spending their leisure time, and self-development.

Educational and professional, intimate and friendly spheres have close results regarding the number of goals. Such a situation shows that these spheres are less important.

The remaining spheres are family and social ones. It is caused by the peculiarities of teenager development. Family relationships take the second place comparing with the communication with peers. It is important for students to be accepted into the group, to feel unity in communication with others. The graph of emotional attitude shows this. According to the survey most respondents experience despair when the goals within friendly sphere cannot be achieved. The average assessment of this criterion is 8.3 points according to the ten-point scale. The column "willpower" is interesting for our study. It gives a chance to see how many efforts students will make to implement their set goals. Classes in tourism will have a considerable impact on the results. Performing roles in trips and competitions will strengthen willpower and orientation of youth to the set goal. The first table shows that most students will make more efforts to achieve goals within friendly and amateur spheres. In general, the average result of volitional effort after the first testing is above average but is not high. That shows a lack of stability and focus on achieving results.

Table 2

Quantitative results in the spheres of goal orientation in students of the experimental group after the forming experiment

Spheres of orientation	Total amount of the goals	% to the general amount of goals	Initial list of goals	Significance of goals	Time of fulfilling goals	Implementing goals	Dependence on ego	Emotional attitude	Willpower
Personal	92	23	7,8	8,3	5,2	6,9	7,1	6,2	6,7
Intimate	27	6,7	10,6	11,1	7,6	5,2	3,6	7,4	5,8
Family	41	10,2	7,3	6,8	7,2	6,9	5,2	6,9	7,3
Friendly	54	13,5	6,6	6,2	4,9	7,8	6,4	8,3	8,4
Educational and professional	57	14,3	8,2	7,9	7,7	7,2	8,6	7,1	8,1
Social	46	11,5	9,4	10,1	6,3	6,4	5,3	5,9	6,9
Amateur	85	20,8	6,9	6,2	4,1	5,3	5,9	7,5	8,4
Total	400	100	8,1	8	6,1	6,5	6	7	7,4

The second table shows some changes in terms of all spheres of students' orientation. The second control of respondents shows the increased number of goals within family, friendly, educational and professional, amateur and social spheres. The number of goals within personal and intimate spheres has decreased. During the studying year of training the students put friendly, amateur and family spheres to the first place. This was caused by the communication in a team, testing situation while traveling that demanded maximum of team work and trust. As for the emotional attitude, the most vulnerable spheres turned out to be friendly, intimate, amateur, and educational and professional. This indicates that the students realize the importance of learning and self-realization in a professional life. This figure has been greatly affected by the system of variable positions. It was the very model of the future adult life. Students acquired knowledge, they were assigned the tasks and they had to cope

with them successfully. This model made them think about how important the knowledge is to fulfill their professional potential. The last column showed qualitative and quantitative changes in students. The overall rate of volitional effort has increased by 1.2 points. This indicates an increase in volitional qualities, and that they will make more efforts to realize their goals. That is by no means a good result. It is also noteworthy to mention an increase in willpower rate in social sphere because these purposes are more distant and noble. Speaking about orientation on something in most cases it is implied that there is a remote goal, although it is not explicitly indicated. However, to illustrate the goal orientation and willpower the examples connected with long duration of achieving a goal are given. No wonder L.S. Makarenko stated that a person who defines his/her conduct within a short-term perspective is the weakest one[66].

The results of control group students were unchanged.

Conducting empirical research and findings helped to highlight the characteristics of goal orientation. Due to these features it takes an important place in volitional activity of an individual. Goal orientation is determined primarily by the setting of a clear objective; in this case it is meant not only the understanding of what should be achieved, but also the ability to predict the ways and means to achieve the goal. Another specific feature is the ability of a person to control all his/her actions, thoughts and actions in achieving a chosen goal. The third feature of goal orientation is the steady focus, persistent desire to achieve the goal. This commitment is seen in the ability to maintain a long-term goal and to behave properly in order to achieve it. Sports tourism helps to activate the forming process in youth highlighting the goals in most valuable spheres (friendly, family, social) and strengthening willpower on the way to achieving the goal. This research makes possible to argue that sports tourism studying contribute to the formation of an active civic position of youth.

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1.5 PROFESSIONAL TRAINING OF FUTURE SOCIAL WORKERS TO USE THE ART THERAPY METHODS AS A FACTOR OF THE ACTIVE CIVIL POSITION FORMING

The issues of education humanization and recognition of a human as the highest value are actualized due to the entry of Ukraine into the international educational space. Higher education is no longer considered merely as a factor in the training of qualified professionals. The leading role of higher education in modern society is associated with developing an active life position and an ability to quickly adapt to the new requirements.

The Laws of Ukraine «On Education» and «On Higher Education», the National Doctrine for the Development of Education in the XXI Century, the State National Program «Osvita» (Eng. «Education») («Ukraine of the XXI Century»), the National Strategy for the Development of Education in Ukraine for the period till 2021 are aimed at solving this problem. It is stressed that the core purposes of education are the following: the comprehensive development of a human as a person and the highest value of society; cultivation of person's talents, mental and physical abilities and the high moral qualities; training of citizens capable of conscious social choice and enrichment of intellectual, creative and cultural potential on this basis; raising the educational level of the people, providing the national economy with qualified specialists[67]. Such approach is actualizing the training of specialists in the social sphere, who are able to apply the methods of art therapy in professional activity, which help to disclose the creative potential and to optimize the internal reserves of an individual, to promote his/her development and formation of an active life and civic position.

The sources that impact the training of future social workers for the use of art therapy instruments include the following: the higher professional education; television and radio broadcasts; textbooks and journals; Internet resources; master classes of art therapy organizations and art therapists; preparatory courses conducted by art-therapeutic organizations or art-therapists, etc. However, the higher school with its potential should be at the forefront. The chief advantages of higher education in comparison with other factors of influence are the following:

– availability of conditions for ensuring control over a quality of the future social workers' training for the use of art therapy methods (there is an opportunity within the framework of higher education to control the quality of teaching staff, the quality of methodological support of education, the quality of educational process' organization and the quality of specialists' training);

– accessibility of training for future social workers to use the art therapy methods (higher education provides access to training for the use of art therapy methods, since there is no need to pay extra money for training in this direction; moreover, it is possible at higher school to obtain such training free of charge, at public expense);

– continuity of professional training of future social workers for applying the art therapy instruments (the higher education institution possesses the possibility to provide permanent training of students for mastering the methods of art therapy).

The higher education institutions have considerable potential. Therefore, higher school is called to play a leading role in the future social workers training to use the art therapy methods. The significance of higher education is not limited to the formation of knowledge, skills and abilities in the field of using art therapy methods, but it is much wider. It involves addressing such issues as the social, cultural and pedagogical role of higher education in the future social workers' training to operate the art therapy methods.

The social role of higher education in the professional training of future social workers to use the art therapy methods is purposed at subordinating forms and methods of education to the internal needs of students. Within the humanistic progress of higher education, considerable attention is paid to the personal development, self-realization of an individual and formation of a positive «I-concept». Considering the aforementioned, L. Schaefer states that a person can have no purpose other than to be a person. Such an approach cannot be implemented in education and upbringing without a harmonious combination of the internal mechanisms of personality and the influences of the social environment

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[67] Про освіту : Закон України // Законодавство України про освіту. Збірник законів. – К. : Парламентське видання, 2002. – 159 с.

in which he/she develops. For this reason, it requires a change in the strategy of managing the learning process, particularly, in higher education institutions, for replacing the emphasis on an individual as a subject of educational activity, and education in this regard receives new philosophical and methodological prerequisites – democratization, individualization and freedom of creativity[68]. Trends in the humanization of education, new approaches to understanding its purpose and significance in developing and shaping of personality, modern approaches to defining the roles of teacher and student in the educational process contribute to forming of neoteric ideas about a place of higher education in professional training and, accordingly, new trends in understanding an essence of professional training.

Given this view, the professional training of future social workers to apply the art therapy methods can be considered as one of the stages of ontogeny during which a person develops, expands his/her outlook and forms an active life position. All of this happens under the influence of an organized pedagogical process. As a result, professional training provides a fertile ground for shaping of a unique mature personality.

O. Pozhydaieva notes that professional training means, first of all, an integral, permanent process of a specialist's personality shaping[69]. Zh. Melnyk points out that the professional training of future social workers is a process of forming a new type specialist, who can respond quickly and adequately to changes in society, competently solve social and pedagogical issues in all types and kinds of educational institutions and social work foundations, at all governing levels[70]. In the research writings of such modern scholars as V. Butenko and Y. Strelchuk it is emphasized that the primary purposes of the higher school include developing of spirituality, strengthening of moral principles of society, forming of high moral qualities in young people, preparing of a harmoniously developed, socially-active personality and skillfully competent creative professional[71].

Thus, the professional training of future social workers to apply the art therapy methods performs epistemological function and provides not only the deepening of knowledge of art therapy, but also ensures an opportunity to know themselves in the learning process, their views and life beliefs. It helps to understand the peculiarities and causes of own behavior for being aware of its effects and fulfilling a conscious impact on it.

The cultural role of higher education is deeply connected with the professional training of future social workers to apply the art therapy means is realized through a developmental function, which ensures the shaping of personal spheres of future professionals, promotes the development of a highly cultural personality and encourages effective activity[72]. In this regard, the role of higher school is to create the conditions for mastering the acquired knowledge, forming the necessary skills, transferring generalized experience and for learning the norms and values of a democratic society. The National Doctrine for the Development of Education in the XXI Century emphasizes that one of the education system functions is to train people of higher education and culture[73]. Scientific works of modern scholars pay special attention to the study of the higher education cultural role. V. Butenko and Y. Strelchuk underline that the priority approach to the design of educational goals and functions is a cultural approach, which orients the education system to an equal dialogue with a person, which is capable and desires cultural self-development[74].

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V. Radul stresses that educational practice (like any other human activity) is predominantly communicative by its nature. It contains the exchange of essential meanings and spiritual values between people[75]. B. Bartz, formulating the basic goals of education, has noted that they are connected with development of the following qualities: an ability to respect representatives of other cultures and their lifestyles; a tolerant attitude to different situations, lifestyles and being; an appropriate attitude to the behavior and actions of people, representatives of other cultures; the feeling of inadmissibility of humiliation of ethnic minorities; a conflict-free behaviors that prevent blind emotional confrontation; a perception of certain elements of other cultures for own system of thinking and motivation[76].

According to this view, the professional training of future social workers in the art therapy methods' applying serves as an aid for the transfer of generalized by the generations of the science-based knowledge of using art as a diagnostic, correction, adaptation and *therapeutic* tool. Moreover, art actively impacts a person's consciousness, feelings, and will. It plays a substantial role in forming of human culture and includes artistic, aesthetic, humanistic and moral values, decisively influencing the spiritual and moral formation of an individual.

In the scope of a globalized information space, there is a transfer of experience not only within a nation but also between nationalities, cultures and peoples that facilitates the rapid exchange of knowledge and ensures its quantitative and qualitative updating. Thus, the professional training of future social workers to apply the art therapy means should be based not only on the transfer of knowledge of native people, but also on knowledge possessed by other countries. At the same time, professional training in this area helps to consolidate the moral and ethical values in the minds of future social workers, which are an integral part of their further professional activity. The realization of the cultural role of higher education in the professional training of future social workers is manifested through the comprehensive development of an individual, the formation of his/her system of values, the general and professional culture.

The pedagogical role of higher education in the professional training of future social workers to use the methods of art therapy is implemented by the higher school in creating conditions for assimilation of certain knowledge, skills and practices, in the shaping of moral and ethical values and such qualities of a personality that will ensure his/her socialization and adaptation in society, as well as help to successfully fulfill the social roles assigned to he/she. That is, professional training is considered as the process and result of mastering systematic knowledge, skills and practices, forming of scientific outlook based on them, shaping of moral and other individual qualities, and developing of person's creative forces and abilities[77].

The pedagogical role of higher school in the professional training of future social workers is aimed at the realization of educational and disciplinary functions. Educational function is realized through the promotion of «mastering the system of general theoretical and specialized knowledge, turning them into the own acquisition and implementing in professional activity and behavior». Disciplinary function is aimed at «forming worldviews, beliefs, values of future specialists and giving their professional activity a value-meaningful completion»[78]. As I. Batsurovska points out, an educational function helps to form students' «outlook; moral, labor, aesthetic and ethical ideas; views, beliefs, ways of appropriate behavior and activity in society; system of ideals, attitudes, needs, culture, that is, a set of personality traits»[79].

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A. Trotsko considers training as a system «characterized by the interconnection and interaction of structural and functional components, which totality determines peculiarity or uniqueness that ensures the student's personality forming in accordance with the goal – to reach a new level of students' readiness for professional activity»[80]. R. Vainola also observes the professional training of future specialists in the social sphere as «a system of organizational and methodical measures that ensure the formation of a professional orientation, knowledge, skills and practices in a personality»[81]. O. Pozhydaieva emphasizes that professional training is «a system of organizational and methodical measures that provide shaping of professional orientation, knowledge, skills and practices», as well as the «process and result of forming readiness for a certain professional activity»[82]. O. Pavlyk also considers the professional training of specialists as a complex psychological and pedagogical system with specific content and forms of relations, availability of structural elements, peculiarities of the educational process, specific knowledge and skills for a particular profession[83]. H. Aleksieieva considers professional training as a system of «organizational and pedagogical measures that provide forming of professional orientation, general and professional knowledge, skills and professional readiness of an individual»[84].

Thus, in the context of the higher school's realization of its pedagogical role, the professional training of future social workers to use the art therapy methods should be considered as the organized, systematic process of getting knowledge, skills and practices for applying the art therapy methods for the different categories of clients and forming responsible attitude of social workers to art therapeutic activities.

The task of higher school in the professional training of future social workers to apply the methods of art therapy. Considering the peculiarities of art therapeutic activity, we have concluded that the purpose of professional training of future social workers to use the art therapy methods is their growth in personal, professional and social contexts for performing an effective professional activity. For this case, the result includes acquisition of professional knowledge and skills in the art therapy field, as well as development of professionally indispensable qualities that will enable to realize the acquired knowledge in work with various categories of the population, adhering the rules of the social work ethics.

Focusing on the specific goal of professional training of future social workers for the use of art therapy methods, we have identified the tasks that higher school aims to solve in the process of professional training of future social workers for applying the art therapy means. They are the followings: stimulating interest in art therapeutic activities; informing future social workers about the features of the use of art therapy methods; developing the skills and methods of applying art therapy methods; shaping of the personal professionally significant qualities and value orientations necessary for the use of art therapy methods in professional activity; forming of positive professional self-identity with art therapeutic activity.

Development of motivation and value-oriented component in future social workers for using art therapy methods in professional activity. Persistent interest is an integral part of any professional activity because it is one of the core motives for further self-development and self-improvement. Stimulating interest in the art therapeutic activity includes the formation of professional attitudes, interests and desire to be engaged in the art therapeutic activity. As O. Morozova notes, «it is impossible

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to prepare a young person for any activity if he/she has no interest in the chosen profession»[85]. This position is also supported by V. Manko, who believes that one of the causes for the low efficiency of the modern domestic education system is a lack of professional and cognitive interest and a low motivation to study. After all, the physical presence of students in universities for a certain period is not a guarantee of their professional development[86].

Cognitive interest is a form of cognitive orientation of the personality, manifested in the focus and activation of intellectual and mental processes both on the very process and on the object of cognition, accompanied by positive emotions, and determines the meaning-forming motivation of an individual [87].

Informing future social workers about the features of using art therapy methods. The development of professional competencies in the field of art therapy is essential because a social worker, who possesses a high level of knowledge in art therapy, can perform professional tasks qualitatively. This opinion is supported by Yu. Kucherenko, T. Melnychuk, N. Ridei, Y. Rybalko and O. Pozhydaieva, who emphasize a significant role of the forming of a means and methods system of professional activity for students, among the tasks of professional training, including a scientific conceptual apparatus and knowledge of the normative use of professional technologies and mental operations to transform problematic situations[88]. The described position is supported by N. Horishna, who, among the tasks of future social workers' professional training, pays special attention for the very training of professionally competent specialists [89].

The development of future social workers' skills and practices in using the art therapy methods. O. Pozhydaieva notes that, among the tasks facing the higher school, the leading place takes «training of specialists, who are capable of providing the population with qualified assistance in solving life problems, fulfilling social, psychological and pedagogical support, as well as providing favorable conditions for socialization»[90]. She also points out that the training of competent, competitive professionals ready for various types of professional activity should be among the primary tasks of professional training of specialists in the social sphere, since art therapy methods are universal and give future social workers an opportunity to work with various categories of the population, to ensure them with social, psychological and pedagogical assistance, as well as to provide favorable conditions for the socialization of an individual that greatly expands the scope of potential employment.

The National Strategy for the Development of Education in Ukraine for the period till 2021 claims that the education system should ensure the formation of a person, who orientates in the realities and perspectives of socio-cultural dynamics and prepares for life in a constantly changing, competitive and interdependent world[91], i.e. specialists, who are capable of performing a variety of professional activities.

Among the scholars, who support the significance of solving the mentioned issue by higher education, it could be mentioned V. Bykov, who points at the need «to ensure comprehensive socialization and effective adaptation of students in the socio-economic conditions of a developing

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society»[92]. Given the conditions of the higher education system reforming, O. Isaieva states that there should be a transition of higher education tasks «from the concept of acquiring the knowledge, skills and practices necessary for activity in certain typical standard conditions, set by qualification characteristic, to the concept of individually oriented education, which implies achievement a level of professional competence that allows acting effectively in any conditions»[93]. Her opinion is supported by V. Andrushchenko, who emphasizes that the task of professional training in the present conditions is «not only enriching a person with a certain amount of knowledge or developing skills of practical activity, but comprehensive preparing of an individual for a life in a globalized informational space…»[94].

In order to accomplish this task, the level of shaped skills and practices of using the art therapy methods is of great sense. In today's context, students need to develop a level of skills that they can not only reproduce at the reproductive level, but also, to generate the own approaches to solving problems by using a creative approach. The interaction with different types of art during the art therapeutic process, their creative combination and the development of the own approaches to their application contribute to the shaping of the constructive component of a personality and stimulate his/her innovative potential, which will allow effectively practicing the art therapy methods in the future. The importance of the creative personality development in higher school is supported by R. Vainola and V. Bykov. L. Volyk also points to the significance of nurturing a creative personality, an «innovative human», which core feature, according to the researcher, should be an orientation to innovations[95].

Forming of the personal professionally significant qualities of future social workers is necessary for applying the art therapy methods in professional activity. Art therapeutic activities require future social workers to observe not only the art therapeutic code and the social workers code, but also to adhere the humane and cultural values, which formation occurs through interaction with different types of art, own experience of individual and group therapy through the practice of art therapy with clients.

The National Strategy for the Development of Education in Ukraine for the period till 2021 points to the need of accomplishing this task and states that «the education system must ensure the formation of a person, who is aware of his or her belonging to the Ukrainian people, the European civilization»[96]. V. Susorov emphasizes that the chief task of higher school is to «educate a modern conscious citizen, a patriot-humanist»[97], which involves the formation of a value system of personality based on respect for the culture of one's people. Considering the primary tasks of professional training, R. Vainola also points to the need to form a student's professional culture, which determines the social, professional, personal and moral orientation[98].

T. Melnychuk, N. Ridei, Y. Rybalko and Yu. Kucherenko emphasize that the core task of professional training is the student's professional culture forming, which is understood by them as the multilevel complex constituted by the «system of values that determines the social and individual significance of means, results and consequences of professional activity»[99]. This position is supported by V. Bykov, who counts among the chief tasks of higher school a creation of conditions for ensuring

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«the harmonious attitude and development of a person as an individual and conscious member of society..., the formation of a value system based on humane and cultural values», as well as the formation and development of the personal growth values and reflexive-humanistic mentality of the future specialist[100].

Taking into account the multicultural nature of the educational space, L. Radkovych emphasizes that the formation of value orientations should be based on person's mastering of knowledge, skills and practices of positive interethnic communication grounded on the knowledge of national cultures, stereotypes of national character, tolerance, symbols, ethnos, peculiarities of communication, cultures of peoples and ethnic minorities of society for living in the modern multicultural environment and motivations of multicultural interaction[101].

L. Kravchuk emphasizes the need to shape the professional values of future social workers. According to the scientist, their very existence «provides a fair attitude to the future professional activity, encourages a person to creative search, improves in the student's mind a conventional model of the future professional activity that will serve as a guide for professional self-development»[102]. Supporting the discussed position, H. Sorokina and L. Malakanova, however, stress on the significance of forming not only professional values, but also the fusion in a person of a value attitude to the surrounding reality and him/herself, active in form and moral in content of his/her vital position[103].

Particular attention is paid by scientists to professionally conditioned personal qualities that future social workers should have for effective using of the art therapy methods in the professional activity. I. Trenina distinguishes the followings of them: the remarkable mental abilities and prudence; originality, ingenuity and versatility; self-learning ability, tireless curiosity; the interest in a person as an individual and not as an object of influence, that is respect for another man's personality; awareness of the own personal features, and sense of humor; sensitivity to the complexities of motivation; tolerance; ability to take a «therapeutic» position and establish flexible constructive relationships with others; perseverance, methodical work and an ability to withstand stress; a willingness to take responsibility; tact and readiness to cooperate; nature integrity, self-control and balance; ability to distinguish between moral values; high education; and interest in psychology[104].

D. Holovanova highlights the following list of professionally determined personal qualities: friendly attitude to people (love, compassion, sincerity); organizational and communication skills; a high moral and ethical level (decency, honesty); a positive attitude towards people regardless of their status[105].

L. Tiuptia attributes to substantial professionally determined personal qualities the followings: desire for the supremacy of an individual over society; respect for privacy in relationships with customer; a willingness to separate personal feelings and needs from professional relationships; the readiness to share knowledge and skills with others; a respect for individual and group differences; a desire to develop an ability of a client to help him/herself; an aspiration for social justice, for the economic, physical and mental well-being of all members of a society; a striving for high standards of personal and professional ethics[106].

[100] Биков В. Ю. Навчальне середовище сучасних педагогічних систем / В. Ю. Биков // Професійна освіта: педагогіка і психологія. – 2004. – №4. – С. 59-80.

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Having analyzed the approaches mentioned above, we have concluded that the professionally determined personal qualities of future social workers, which they need for the further use of the art therapy methods, could be divided into the following four core blocks:

– cognitive qualities (originality, ingenuity and versatility; ability to self-study, tireless inquisitiveness; higher education; a willingness to transfer knowledge and skills to others);

– socially oriented qualities (the interest in a person as an individual and not as an object of influence, that is respect for another man's personality; tolerance; ability to take a «therapeutic» position for establishing flexible constructive relationships with others; tact and a willingness to cooperate);

– personal qualities (awareness of the one's personal characteristics, perseverance, methodicality in work, an ability to withstand stress; organizational and communicative abilities; a high moral and ethical level (decency, honesty); a willingness to take responsibility; and balance);

– professional qualities (respect for confidentiality in relations with clients; a willingness to separate personal feelings and needs from professional relationships; desire to develop an ability of a client to help him/herself; pursuit of high standards in personal and professional ethics).

The forming of positive professional self-identification with art therapeutic activities in the future social workers. Exploring the peculiarities of professional self-identification, V. Zlyvkov emphasizes that it covers the subject's desire to acquire knowledge, skills and abilities of self-diagnosis, a kind of «trying on itself» of professionally substantial features of character, behavior and communication. Self-identification is one of the needs that internalizes the chosen social standards of behavior into a structure of a social identity of a subject. At the same time, self-identification appears as a procedural and dynamic characteristic of the students' professional identity forming. It could be mentioned that self-identification of professional identity closely interacts with professional stereotypes, «clichés», images, communicative position of a teacher and his/her professional roles[107].

Positive self-identification of future social workers with art therapeutic activities is of great importance and consists in «creating cognitive constructs (personally meaningful and socially significant) and comparing them to the specifics of the profession…, as well as creating the most comfortable conditions for integration into the profession».

Significance of realization of this task is supported by V. Polishchuk, who emphasizes among the tasks of professional training the following: «formation of a positive and conscious attitude towards him/herself as a future professional specialist, a professional self-identity, the conscious perception of social activity values and readiness to professional activity in future social worker»[108]

Emphasizing the importance of orientation towards future professional activity, H. Maiskii notes that, in modern conditions, it is substantial to train a «competent specialist, who is not only distinguished by critical thinking, mobility, constructiveness, creative attitude to the business and the desire for constant acquisition, but is positively motivated for successful professional activity», which, in the author's opinion, provides forming in the future specialist such attitude to the profession, when professional work is considered not only as a means to solve material problems, but as the vitally significant value, as a means of social self-realization»[109]. Yu. Kucherenko, T. Melnychuk, N. Ridei, Y. Rybalko also highlight the need of forming a love for the chosen activity or business[110].

S. Omelianenko concludes that professional self-identification of future specialists is carried out in the process of mastering the knowledge of professional functions, typical tasks and skills that

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a specialist of a certain specialty should possess, creating in the learning process conditions, which model a particular professional activity, creating a reflective environment. The effectiveness of this work largely depends on the variety of work types, the use of innovative teaching technologies that allow individualizing the pedagogical process, involving all students in an active practice aimed not only at the knowledge of pedagogical regularities and technologies for organizing the training process in educational institutions, but also at the self-knowledge, the determination of one's place in the chosen profession, the comparison of the personal meanings system of an individual and the system of professional values, from the process of reproductive performance in favor of the creative, taking into account the own level of aspirations, experience of success and failure in professional activity[111].

The analysis of the presented material shows that the higher school possesses several advantages and has considerable opportunities for forming an active civic position of future social workers and their future clients through the fulfillment of social, cultural and pedagogical role in the process of professional training of future specialists due to applying the art therapy methods and realizing a potential of the higher school.

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[111] Омельяненко С. Ідентифікація та самоідентифікація майбутніх учителів у процесі застосування інноваційних технологій / С. Омельяненко // Проблеми підготовки сучасного вчителя. – 2011. – № 4 (Ч. 2). – С. 98-104.

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1.6 THE STUDENT YOUTH' SOCIO-PSYCHOLOGICAL INFANTILISM AS A BRAKING FACTOR OF CIVIL SOCIETY DEVELOPMENT

The relevance of this issue is determined by: firstly, insufficiently developed socio-psychological outlook on the infantilism of students; secondly, the lack of an established list of determinants of socio-psychological infantilism; thirdly, the lack of methods` formation for the prevention and counteraction of youth socio-psychological infantilism from the perspective of psychology (that is, at the level of both a social group and an individual).

The demands made by society on the physiologically mature personality of a student often do not coincide with the maturity of the socio-psychological one. The belated civil and social formation of the individual, the disagreement between intellectual development and social adaptation are noted. This trend comes into dissonance with the priority orientation of society towards the education of socially active, proactive, innovatively oriented youth.

The development of their own skills (the formation of personal competitiveness, professional competence) is replaced by a wide range of services that can be used only by paying for them. There is also a modification of the essential characteristics of «childhood» and «adulthood». The cult of «immaturity», «The Peter Pan syndrome» is becoming popular. This cult is also promoted through the media. Young people make excessive demands on social reality by assimilating these stereotypes.

The problem of socio-psychological infantilism is interdisciplinary: the main contribution to the development of this problem area is made by social psychologists and teachers, and the subject of research is of interest to sociologists. From the point of view of sociology, the infantilism of a particular social group is a social characteristic of the individual and is directly related to the processes of primary and secondary socialization, as well as the influence on the individual of the whole spectrum of social institutions. It is manifested in the gap between the biological and sociocultural maturation of the young generation, its adaptation to social reality. Item it is characterized «failure» in the process of socialization and a person's unwillingness to assimilate new social roles for him, to accept obligations (the desire to simplify life, to the maximum of its relief and comfort for himrself).

In full, the social infantilism of students in the educational and research process has not yet become the subject of study. Although some aspects have been examined to one degree or another by researchers.

Ernest Charles Lase for the first time used the term «infantilism» as «a special kind of stopping the development of personality on the juvenile stage». Also, there are synonyms of this concept in the literature: «*social dependency*», «*social passivity*», «*prolonged childhood syndrome*». Among researchers who studied the phenomenon of social infantilism can be called foreign (G. Anton, G. Darkenwald, S. Merriem, M. Knowles, E. Brissot, E. Laseg, P. Loren, C. Abraham, E. Johns, Z. Freud, C. Jung, E. Lasega, P. Lorren, G. Stutte, etc.) and domestic scientists (L. Vygotsky, V. Kovalev, V. Lebedinsky, A. Guriev, A. Petrovsky, G. Sukharev, M. Yaroshevsky, K. Platonov, A. Lichko, S. Shakurina, etc.).

Social infantilism from the standpoint of socialization and socio-psychological maturity of the personality was studied by B. Ananiev, I. Kon, Yu. Kosolapov, V. Mogun, S.G Vershlovsky and other researchers. The influence of the social environment on the formation of personality was studied by V. Zenkovsky, L. Vygotsky, J. Piaget, S. Rubinstein, L. Bozovic and others.

Zhestkova considers methodological approaches to the study of socio-psychological maturity and socio-psychological infantilism of personality[112]. The consequence of socio-psychological infantilism is the lack of human involvement in society (M. Pokrass). As reasons there are: psychological age, psycho-physiological state, apathy and person`s lack of will.

Psychologists call social infantilism one of the characteristics of a victim person. The infantilism of personality is determined by its passivity, in many ways.

In medicine, the infantilism (physiological infantilism) is defined as a delay in personal development while maintaining the physical appearance, image of a person, his behavior patterns of

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[112]Zhestkova N. (2013) Metodologicheskie podhody k issledovaniyu social'noj zrelosti i social'nogo infantilizma lichnosti, p. 128-136.

images from previous age periods (childhood, adolescence); lag in physical development, which may be a consequence of the disease.

Mental infantilism is also distinguished (immaturity of a person, expressed in a delay in the formation of personality, in which the person's behavior does not meet the age requirements for him); legal infantilism (a low level of legal consciousness, a sense of responsibility regarding behavior within the law, a lack of legal knowledge and attitudes, but a high level of desire to get a result) and other forms of infantilism that clearly intersect with the main areas of human life in society.

Social infantilism is defined as «personal immaturity in combination with his emotional-volitional immaturity» and characterizes the gap between the biological and sociocultural youth growth in the industrialized countries of Russia, America and the West. It is the indicating of violation of the socialization mechanism and the inclusion of the young generation in adult life, which involves the assumption of new responsibilities and obligations. Domestic psychologists and educators note «the preservation in the psyche and everyday behavior of an adult of the socio-psychological characteristics inherent in childhood» as the essential features of social infantilism[113].

Such immaturity, the unpreparedness of a person to commit conscious social actions is manifested in the absence of independence in making any decisions and committing actions, as well as inability to assume any responsibility. The totality of such characteristics erases a person from the spectrum of social interactions as an active subject, leaving him only the role of an object for external influence. Among other characteristics of social infantilism: a sense of insecurity, idealization of social reality, low self-criticism level, demands on others in their self-care, demonstrative manifestations of self-centeredness, lack of formation of the emotional-volitional sphere of the individual, delayed moral and socio-cultural maturation, low motivation for work, career and self-realization, lack of alignment in the life strategy of behavior, dependency, hedonism.

We can list a few more mutually overlapping and complementary characteristics of social infantilism: the unwillingness of the individual to be responsible for person`s life (E. Fromm); loss of the meaning of life (A. Maslow); weak will, hysteria, degradation of the personal-semantic level; low professional motivation, lack of creative approach to professional activities; the presence of an entrenched attitude toward satisfying needs as quickly as possible with minimal expenses (financial, moral, temporary and others); passive psychological and social protection or the absence of any attempts to defend themselves against outside negative interference, inability to find ways and resources to solve the situation.

Foreign scientists and researchers (G. Allport, E. Erickson, K. Horney, etc.) interpret infantilism as a pathology, manifested in a poor personality understanding (or complete misunderstanding) of the various aspects of the surrounding reality (including social); in the absence of skills to establish adequate relationships with other people; emotional instability and inability to «build your life», i.e. to forecast and plan a life strategy for the short and long term.

In social interactions, social infantilism can manifest itself at various levels. At least two levels of social infantilism can be distinguished: 1) complete unwillingness to bear responsibility for themselves and their lives, dependent life strategies; 2) infantilism is manifested in certain areas of public life («everyday infantilism», «political infantilism» – the detachment of the individual and individual social groups from the political life of society, a decrease or complete lack of interest in politics, political illiteracy, and «professional (subject-activity) infantilism»).

Psychologists also draw a parallel between conformity as a personality trait (conformism) and social infantilism. A conformal strategy of personality behavior consists in changing an individual's attitudes, opinions, behavior (if any) in accordance with those that dominate in a given society or in a given group. An extreme version of conformism, when a person without having his own point of view, instantly gives in to the majority opinion, agrees with him and adjoins him. A conformal person is characterized by being compliant with the real or imaginary pressure of the reference group and being compliant with her views and positions. As you know, conformity also has several varieties of its manifestation: internal (a person's actual revision of his positions, views), external (the so-called

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[113]Infantilizm social'nyj. Slovar' aprakticheskogo psihologa (internet – sajt).

«insincere conformity», avoiding the external opposition of himself to a group with internal disagreement with its behavior).

An independent, socially mature person, as a rule, will not succumb to conformism, it is distinguished by an internal locus of control (internality), willingness and ability to maintain health (lack of unreasonable risky behavior, drug and alcohol use, freedom from psychological dependence), stability of social and moral orientations, citizenship, critical attitude to reality, lack of conformism.

A synonym for infantilism is «childishness» and the antipode is «maturity». Childhood is manifested in a naive perception of social reality. There are many approaches to determining the socio-psychological maturity of a person[114]. The term «maturity» is often used as a synonym for the term «maturity». However, these are not identical concepts.

Psychologists analyze intellectual, ideological and political, moral, labor, civil, financial, professional, moral, spiritual, emotional, personality maturity. Social maturity of an individual is interpreted as adaptation of an individual to social reality, to society, its social norms, traditions, values, set of roles and statuses. As its main components are: responsibility; tolerance; self-development; positive thinking, the manifestation of such qualities as empathy, non-conflict and the establishment of long-term interpersonal relationships; personal ability for adaptation to a social environment. Other components of social maturity: social activity, tolerance, self-reflection, creativity, social responsibility, tolerance, self-awareness as a socially significant subject; the formation of the ability to make decisions, including in conditions of uncertainty and risk; be responsible for the consequences of these decisions; ability to maintain long-term interpersonal relationships, showing empathy, empathy and other qualities of a socially mature person.

The point of view that social maturity comes with the person entering the stage of professional labor activity and the onset of economic independence from parents, is widespread. There is a transformation of life values, an increase in responsibility for oneself, one's activities and those around him.

The formation of a student's social maturity is impossible only within the framework of educational activities, the necessary elements are: educational and research activities. The concept of «maturity» was considered by such scientists as: B. Ananyev, G. Allport, F. Perls, C. Rogers and others. Social maturity is often identified and determined through such concepts as «personal self-sufficiency» (I. Nikonova[115]) and «personal competitiveness».

Yakimanskaya defines the social maturity of a person through a series of skills[116]: to an independent acquisition and creative use of the acquired skills, independent decisions, forecasting and evaluation of her actions; the ability to take responsibility for yourself and your environment, to collaborate and communicate with other people. The work of domestic (K. Abulkhanova-Slavskaya, B. Ananyev, A. Asmolov, L. Bozhovich, D. Leontyev, M. Pokrass, A. Rean, A. Mudrik, D. Feldstein, A. Rean, V. Frankl) and foreign psychologists (A. Adler, A. Maslow, V. Satir, E. Erickson). The criteria of social maturity are reflected in the works of Z. Vasilyeva, O. Gundar, I. Danilenko, I. Kon, N. Temirov, G. Furmanyuk et al.

Criteria of psychological maturity: the adaptation to the social environment, social norms and values, non-conflict, the ability to recognize the possible consequences of their actions and take responsibility for them; responsibility for oneself and relatives / relatives; internal locus of control. Psychologists distinguished such characteristics of a mature personality as: wide boundaries of self, ability to social relations, self-acceptance, sense of humor, the presence of a life philosophy (K. Hall and G. Lindsay); wisdom, gentleness, condescension, self-awareness (B. Livehood); responsibility, tolerance, self-development, positive thinking, a positive attitude to the world, determining a positive outlook on the world (A. Rean); spirituality (I. Malkina-Pykh); tolerance, self-criticism; lack of labor motivation, dependency. The main criterion for social maturity is prosocial behavior, an active life position.

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[114]Soldatchenko A. (2012) Harakteristika social'noj zrelosti lichnosti s pozicij interaktivnogo podhoda, p. 80-85.

[115]Nikonova I. (2010) Opredelenie ponyatiya «samodostatochnost' lichnosti», p. 767-770.

[116]Mil'manA. (2008) Konkretizaciya I obobshchenie obshchenauchnyh ponyatij kak uslovie formirovaniya social'noj zrelosti starsheklassnikov.

B. Ananiev investigated the socio-psychological maturity at the levels of the individual, subject of activity, personality and individuality. A. Rean examined intellectual, emotional, and personality maturity. There are several views on social maturity: each age stage has its own level of development of social maturity (O. Dashkevich, T. Arkantseva, A. Gudzovskaya); social maturity comes with economic independence (I. Kon, E. Kuzmin, A. Petrovsky); youth and youth age – the period of the onset of social maturity (D. Feldstein). During this period, the social essence of the individual is laid.

Among the works of modern scholars studying the phenomenon of social infantilism are the following: the development of the social maturity of the personality during the student years (I. Rudneva); the problem of political infantility as a factor shaping the civic stand of youth in modern Russia (O. Stepanishchenko); pedagogical technologies for overcoming the social and professional infantilism of college students (A. Shevchenko); development of social maturity of students in a pedagogical university (E. Kameneva); the problem of the formation of socio-psychological maturity in adolescence (T. Korotkovskikh); social maturity as a balance between adaptation of a person in society and isolation in it (A. Mudrik); social maturity – an integrative quality of personality, in which all components are determined by the system of social relations, are hierarchically dependent (E. Kameneva); philosophical understanding of the causes of infantilism of modern youth (A. Sidorova); life beliefs of a person with a different level of social maturity (N. Usova); social maturity of the personality of a future specialist in the social and educational sphere (I. Rudneva), methodological approaches to the study of social maturity and social infantilism of the person (N. Zhestkova). A technique has been created to identify the severity of infantilism «Socio-psychological conditions for overcoming infantilism among unemployed youth» (A. Seregina); Diagnostics of the level of maturity of social maturity (A. Rean`s methodology) and the index of social maturity (R. Gurov, L. Novikova, H. Liimets).

An infantile life position is manifested in the absence of initiative, creative activity, consumer attitudes of the young generation in relation to surrounding people and society as a whole. It is believed that socially infantile youth gives priority to hedonistic and material values. The principle of pleasure, life «here and now». Routine work and household duties often irritate young people because they distract from a «full life», from entertainment.

One of the negative features of the young generation in modern society: priority orientation to the consumption strategy, rather than creation (creative, innovative activity), superficiality, lack of desire to «plunge» into the problem (which is explained by the costs of «clip thinking»[117]), ease of avoiding problems without solving them (dismissal from work instead of acquiring the necessary skills; divorce from husband/wife instead of meticulous work on relationships), lack of desire for serious and responsible work, the priority of easy work and «fast» money; University graduates strive to succeed quickly, not agreeing with their real market value (which is manifested, for example, in the overestimated salary requirements when applying for a job[118]); there is a widespread departure from objective reality to virtual reality (computer games, aimless Internet surfing, switching TV channels, etc.), the growth of functional illiteracy, etc. Technique has taken a long step forward, but consumers (including young people) can't always make full use of its capabilities.

The socio-psychological infantilism of students is observed in the *academic* (priority of the diploma, not knowledge; cheating; absenteeism, etc.), *research* (plagiarism in work; dishonesty in experimental research, etc.), *professional* (inertia in employment), *public* (lack of a clear civic position), *personal*, *family and household* plan, etc.

Also, socio-psychological infantilism is identified through the person's unwillingness to actively participate in the social life of the organization's team, educational institution, relative indifference to the choice of a job and subsequent career growth, indifference to academic performance and inability to apply the acquired knowledge in practice.

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[117]Dokuka S. (2013) Klipovoe myshlenie kak fenomen informacionnogo obshchestva, p. 169-176.
[118]Koroleva E., Chernyshova A. (2013) Molodoe pokolenie Rossii: ot lichnoj nesostoyatel'nosti k zavyshennym trebovaniyam k sociumu na primere primorskogo kraya, p. 345-347.

In the process of education, socio-psychological infantilism can manifest itself as follows[119]: the lack of motivation to learn; passivity and rejection of help and support from teachers, friends, relatives and friends; negative attitude to the professional activities of parents; indifferent attitude to their own performance; unsatisfactory results of practical training, etc. While the main goal of the institution of vocational education is the formation of a socially responsible, mature personality, capable of effective professional activity on the basis of the spectrum of acquired competencies.

Given the orientation of Ukrainian society on priority innovative development and the formation of personal competitiveness and competitiveness[120], the socio-psychological infantilism of youth is especially dangerous.

In modern society, entrepreneurial, innovation-oriented, creative personalities are especially sought after – bright representatives of the creative class (Richard Florida[121]) who can make decisions independently and bear responsibility for building their own life strategy. Society formulates a «social order» for a person who has qualities such as the ability to constructive dialogue, cooperation, mobility, willingness to interact with different cultures and patriotism.

The priority responsibility for the socio-pedagogical process of formation of such a person lies with the social institutions of the family and education. The crisis of the school and vocational education system (mid-90s of the 20th century) did not allow the social institution of education to fully realize these functions.

In the process of studying at an institution of a higher or secondary vocational educational institution, a student acquires the knowledge, abilities, skills and competences necessary for him for professional activity; adopts moral standards (for example, about the inadmissibility of plagiarism in educational and scientific works, about the standards of professional ethics). Here we are talking specifically about students, since their age (on average from 17 to 22 years) is characterized by qualitative changes: by this period a person has already been formed physiologically, but his socio-cultural formation is still ongoing, the development of new social roles, adaptation to socio-educational and socio-professional activities.

Coordination of the work of institutions of secondary and higher vocational education on the formation of the human capital of the country is necessary – student youth is the labor and intellectual potential of the city, region and the country as a whole. Therefore, her rejection of a critical perception of reality and the demonstration of socio-psychological infantilism is not only unacceptable, but also dangerous in modern conditions. Reducing the share of social infantilism among students during the integrated work with the student (educational, research and extracurricular activities) will coordinate the vector of development of the innovative economy of Ukraine.

We believe that any person can manifest socio-psychological infantilism in certain areas of life, but it becomes socially significant when it concerns vital areas (family, professional, etc.) or it spreads to several areas of a person's activity at once, «paralyzing them «. It can be argued that social infantilism is a type of socio-psychological deformation of the individual (based on available scientific research[122]).

If we consider the phenomenon of socio-psychological infantilism more broadly than the social group of students, we can notice a tendency: the desire to be younger (with the help of plastic surgeons or fashion) also gives rise to social infantilism. Fashion as a manifestation of socio-cultural standards (G. Erner[123]) and the institution of socialization: children's fashion overestimates the age of a child, adult fashion underestimates, carefully rejuvenates people. There is a «phenomenon of conservation of age».

The novelty of the studied problem lies in the close relationship of the socio-psychological infantilism of students with dishonesty in education and research and development, the study of youth

[119]Shevchenko A. (2005) Pedagogicheskie tekhnologii preodoleniya social'no-professional'nogo infantilizma uchashchihsya kolledzha.

[120]Shafranov-Kucev G. (2011) Professional'noe obrazovanie v usloviyah informacionnogo vzryva, p. 6-13.

[121]Florida R. (2005) Kreativnyj klass: lyudi, kotorye menyayut budushchee.

[122]Korotovskih T. (2013) K probleme stanovleniya social'no-psihologicheskoj zrelosti v podrostkovom vozraste, p.176-179.

[123]Erner G. (2008) Zhertvy mody? Kak sozdayut modu, pochemu ej sleduyut.

participation in socially significant activities, the ability to be creative (creative) and innovative (innovative) activities[124].

The most common cause of socio-psychological infantilism («prolonged childhood») is the researchers called the unnecessarily comfortable conditions that surrounded the child in childhood and adolescence, the economic dependence of the individual on parents (or persons replacing them). So, one of the main external causes of socio-psychological infantilism: a society that is prosperous from an economic and social point of view, where the state takes care of citizens and much is predetermined in advance, a person's life follows an established standard, a «template» (E. Fromm). Socio-psychological infantilism is a «two-edged» socio-psychological phenomenon – it is generated by the insufficient development of the social capital of the individual and society as a whole and, at the same time, it affects the «impoverishment» of social capital.

Let us turn to the results of an empirical study. In the period from December 20, 2018 to March 10, 2018, we conducted a study among high school students of the five most ordinary secondary schools in Mykolaiv (the total number of samples was 122 people aged 15 to 17 years). The research was dedicated to the study of values and vocational and educational orientations of high school students, motivation for their choice of educational institutions and areas of professional training.

Value orientations were recorded by high school students' answers to questions about life priorities. To identify the level of social infantilism, a question was asked about the significance of socially useful work for them *(«would you like to live without socially useful work, if there was such an opportunity?»)*. Every fourth senior pupil answered affirmatively (24%), a third of respondents (33%) categorically negatively responded to this question, the rest found it difficult to answer (43%). The data obtained indicates a sufficiently large number of potential social dependents oriented on the values of consumption, rather than creation.

Consider the socio-psychological portrait of a potential «loafer». Among adolescents planning to enter a university, only one out of five respondents (22%) is oriented toward dependency – this is the minimum value compared to other categories; among high school students planning to find a job after graduation and not continue further education, they are twice as many (46%).

The number of potential social dependents is the same among students in grades 10 and 11. Two-thirds of male respondents would like to live without socially useful work (61%), of which only 39% of girls, which indicates their greater social responsibility.

Potential «loafers» study on average worse – among them, every second (49%) receives grades mostly «good» and «satisfactory», and every eighth chose the answer «mostly satisfactory». For comparison, we cite the data of high school students who deny the prospect of life without socially useful work: 36% and 8%, respectively.

The results of a sociological study of vocational and educational orientations of high school students (including future university students) showed that a rather large percentage of young people are oriented towards a dependent position and it is even higher among schoolchildren who are not aimed at continuing education.

The current stage of society development is characterized by a general cultural crisis and is accompanied by an increase in lack of spirituality, the destruction of moral guidelines, and the decay of spiritual values. Individual spiritual culture depends on the degree of involvement of the individual in society. In particular, for the student's personality, this is involvement in the learning process as a process of creative self-realization and self-affirmation. The question of the ideal educated person, a citizen with an active position should become a conceptual one; not only specialist and professional, but also a well-educated cultural personality. Civil society is not associated by youth neither with democratic principles, nor with the social activity of individuals and social groups, nor with patriotism. All this negatively affects, first of all, the formation of the personality of the younger generation. The main reason for this situation is the verbal formation of the entire value system. Under these conditions, the demand for the development of citizenship sharply increases, as an integrative quality of a person that determines its civic maturity and level of social development.

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[124]Efimova G. (2011) Social'naya skorost' kak klyuchevaya harakteristika aktora innovacionnoj ekonomiki, p. 78-90.

Citizenship is a moral position, expressed in a sense of duty and responsibility of a person to the civic community to which he belongs: the state, family, church, professional or other community, in readiness to defend and protect its rights and interests from any encroachment. Philosophers, psychologists, sociologists, and teachers note with concern that inflation of civic and patriotic values of youth is one of the alarming symptoms of our time. This indicates not only serious deformations in the value orientations of youth, but also testifies to the need of reviving the system of civil, patriotic education as a special kind of activity of the state itself, regulating the spontaneous processes in the consciousness and youth behavior.

In this regard, the key task of the individual social development is to foster citizenship, which is a person's awareness of belonging to a citizen community of a certain state on a general cultural basis, which has a certain personal meaning. The education of citizenship as a value core of consciousness and human behavior directly affects political activity, the exercise of civic functions, that is, it is the basis of the socio-political culture of the individual. In the pedagogical dictionary, the concept of "citizenship" is defined as the moral quality of a person that defines the conscious and active fulfillment of civic duties and responsibilities to the state, society, and people; reasonable use of own civil rights, strict observance and respect of the country laws. The formation of citizenship is the task of the harmonious youth development, the solution of which is impossible without targeted education.

The citizenship education is a purposeful process of personality forming a citizenship culture, a basic ideology, political and moral beliefs, the profession choice and the formation of a life perspective. An analysis of the educational process in educational institutions reveals a lack of focused systematic work on the civic identity formation and a value attitude to the public life phenomena. This is expressed in the absence of a well-thought-out strategy for citizen educating, insufficient use of the humanitarian subjects' educational potential, a low level of youth involvement in active socially activities.

The modern socialization system in Ukraine (including education) brings to life a number of risks associated with the image of a person formed by it. Thanks to the corresponding models, in various ways, communicated to virtually all citizens of the country without exception, in society can increase such characteristics as:

• anti-patriotism and loss of motherland feelings; disrespect for the authorities, the army and law enforcement agencies in general; nationalism in its various forms; indifference or active hostility to people, cruelty to them; aggravation of the problem of "fathers and children", disrespect for the passing and gone generations;

• indifference to creating a family, promiscuity, test marriages, social orphanhood, the growth of prostitution as a main or secondary occupation;

• primitivization of needs and interests with a corresponding inverse effect on culture on the part of its consumers.

The psychological and pedagogical analysis of existing practices puts forward the solution of the following tasks of an active civic position forming of students:

1. Spiritual and moral value-semantic education of youth is aimed at the priority values formation of humanism and morality, self-esteem; social activity, responsibility, desire to follow moral standards in their behavior, intolerance to their violation.

2. Historical education forms knowledge of the main events of the Fatherland history and its heroic past, an idea of the Ukraine`s place in world history, knowledge of the main history events of the Ukraine nationalities; the formation of historical memory and a sense of pride and ownership of the heroic past events, knowledge of the main region history events, an idea of the relationship of own family history, kind with the Fatherland history, the formation of a sense of pride for own kind, family, city (village).

3. Political and legal education is aimed at individual representations formation of the state-political structure of Ukraine; state symbols, fundamental citizen rights and duties; individual rights and obligations; informing about the main country and world socio-political events; legal competence;

4. Patriotic education is aimed at creating a feeling of love for the motherland and pride in belonging to one's people, respect for national symbols and shrines, knowledge of public holidays

and participation in them, readiness to participate in public events; the basic identifying mechanism is patriotism as a sense of commitment to a civic community, recognition of its significant value;

5. Labor education forms a world culture picture as a labor product of subject-transforming human activity; introduces the world of professions, their social significance and content; forms a conscientious and responsible work attitude, respect for the work and objects of material and spiritual culture created by human labor.

In our opinion, the structure of individual citizenship should include the following components:
• cognitive (knowledge of belonging to a given social community),
• value-semantic (positive, negative or ambivalent belonging attitude),
• emotional (acceptance or rejection of one's affiliation),
• activity (the civic position implementation in communication and activities, civic activity, participation in social importance activities).

According to the selected citizenship structure, we can determine the following requirements for the results of the active citizenship formation, which can be considered as indicators of the citizenship upbringing:
• creating a historical and geographical image, including an idea of the territory and borders of Ukraine, its geographical features, knowledge of the main historical events in the development of statehood and society; knowledge of the region history and geography, its achievements and cultural traditions;
• the formation of the image of the socio-political system – an idea of the Ukraine state organization, knowledge of state symbols (coat of arms, flag, anthem), knowledge of public holidays;
• knowledge of the Ukraine Constitution, the basic citizen rights and duties, orientation in the legal space of state-public relations, the formation of legal consciousness;
• knowledge of one's ethnicity, national values development, traditions, culture, knowledge of Ukraine peoples and ethnic groups;
• general cultural heritage development of Ukraine and the global cultural heritage;
• orientation in the moral norms and values system and their hierarchization, understanding of the morality conventional character;
• a sense of country patriotism and pride, respect for history, cultural and historical monuments;
• emotionally positive acceptance of one's ethnic identity;
• respect and acceptance of other Ukraine and the world nationalities, interethnic tolerance, readiness for equal cooperation;
• respect for the person and his dignity, friendly attitude towards others, intolerance to any kind of violence and willingness to confront them;
• respect for the family values, love of nature, recognition of the health value, one's own and other people, optimism in the world perception;
• the moral self-esteem and moral feelings formation – a sense of pride when following moral standards, an experience of shame and guilt in violation of them.

In this context, the activity-based approach determines the education conditions of the individual's citizenship and can be considered as a system of psychological and pedagogical recommendations regarding the individual's civil education:
• participation in student self-government (youth public organizations participation, university and extra-university prosocial nature events);
• compliance with the standards and requirements of student life, the student rights and obligations;
• ability to conduct dialogue on the basis of equal relations and mutual respect and acceptance; the ability to constructively resolve conflicts;
• moral standards fulfillment in relation to adults and peers in a university, at home, in extracurricular activities;
• participation in public life (charity events, country and world events orientation, visiting cultural events – theaters, museums, libraries, the implementation of healthy lifestyle settings);

• the ability of life plans building taking into account specific socio-. historical, political and economic conditions.

The result of the active civic position formation is knowledge of civil community belonging, ideas, although not always adequate, about the identifying signs, principles and foundations of this association (territorial, cultural, political, etc.), about citizenship and the nature of the relationship between the citizen and the state and citizens among themselves. They include the image of a state occupying a particular territory, determining the social relations nature, a values system, as well as the people (or peoples) that inhabit this territory, with their own culture, language and traditions. The personal meaning of the fact that one belongs to a certain community in the preferences value system determines the value component. The most important emotional component is a pride in "one's own country". Pride in one's country is a key indicator of citizenship as a value.

Today, the fate of the renewal of Ukrainian society largely depends on the active students' citizenship, on their socio-political and spiritual-moral orientation. The condition for the society viability and its progressive development' is the position and activities of young people in the present and future. What values does modern youth accept and which rejects, how do they compare with the older generation's values, is the continuity of traditions carried out? These are important questions, without an answer to which, in our opinion, will not solve the problem of not only creating an active civic student position, but also the general civic individual culture as a whole.

Thus, a comprehensive study of the phenomenon of socio-psychological infantilism of students as a factor opposing the development of modern civil society (as well as the process of formation and implementation of the innovative potential of the individual) is necessary with a list of specific indicators for identifying socio-psychological infantilism and the determinants of its occurrence. Also, the creating a comprehensive model of socio-psychological infantilism in terms of pedagogy, psychology and socio-cultural research is surely need. The assessment of the social environment that forms the prerequisites for socio-psychological infantilism and supports its manifestation, is obligatorily to be done. The study of the impact of innovative processes in education on the socio-psychological maturity of a student (future competitive specialist) and the analysis of the forms of manifestation and distribution of socio-psychological infantilism in the student environment in the medium and long term are necessarily to make.

There is the development of specific recommendations for leveling socio-psychological infantilism and the creation of strategies to counter its various forms. It is supposed to consider the features and varieties of manifestations of socio-psychological infantilism and assess the extent of its distribution among students of secondary and higher education institutions in the information society. There is an obvious need to develop algorithms for identifying and preventing the socio-psychological infantilism of students.

The results of a multidimensional assessment of the socio-psychological infantilism of youth can be used in practice, namely, in the development and implementation by authorities of programs in the field of vocational education, various standards and strategies in the field of education and youth policy. Also, the results of the study and the conclusions made on their basis and specific recommendations for the prevention and leveling of socio-psychological infantilism can be used in the educational and educational activities of institutions of higher or secondary vocational education

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1.7 COMMUNICATIVE TECHNOLOGIES IN THE FORMATION OF SOCIAL ACTIVITY OF FUTURE ECONOMISTS

The urgency of the problem. The processes of globalization and integration in the economy, informatization, constant updating and growth of the information professional field of the economist require qualitatively new approaches to the goals, content and technologies of economists' professional training. Economic experts argue that the current job market is overflowing with graduates of economic specialties, but at the same time there is an overwhelming demand for professionals who meet the demands of a market economy, globalization and integration challenges. Transformations that taking place in professional and vocational structures, such as the creation of remote jobs, high competitiveness, the facts of leasing employees (especially crisis managers), actualize the problem of responsibility for the results of professional activity; professional competence, social and communicative activity as the need for constant updating of the professional environment. To some extent, this problem is related to the professional position of a professional, which is manifested in the focus on professional growth and quality transformation. This problem is related to the professional position of a future specialist, which is shown in the focus on professional growth and quality transformation.

Analysis of scientific research on the outlined problem. Today, the training of future economists in the study of social activity focuses on their social fragmentation (discretion). Discretion of the social space is perceived as a systematic nature, which contributes to the emergence of social interaction and leads to increasing the level of integration and training of future economists[125]. However, it is necessary to keep in mind certain features of the formation of social activity of future economists. The social activity of future economists implies not only the acquisition of professional skills, but also the ability to use communication technologies in future professional activity.

The problem of social activity is the subject of research of many scientists: the essence of the phenomenon of social activity, its structure and general patterns of development are revealed in the research of K. Abulkhanova-Slavska, E. Anufrieva, O. Leontiev, A. Mudryk, T. Malkovska, V. Petrovsky, V. Pogribna, S. Rubinstein and others; actual issues of social formation of personality are covered in the works of O. Bezpalko, L. Gerasina, I. Zvereva, A. Kapska, M. Lukashevich, M. Trebin and others. The problem of formation of social activity of the individual became the subject of the dissertation works of N. Klimkina, O. Teln, L. Nafikova, V. Kosovets and other scientists.

Therefore, it is necessary to carry out a constant analysis of the results of personal activity, knowledge, experience, motives in order to correct personal life priorities, and accordingly – personal social activity. Constant conscious psychophysiological activity promotes self-observation, self-knowledge, self-analysis of personal resources and actions in order to correct them and increase the efficiency of professional activity. Its realization occurs within the limits of social communication. It is known that any activity, including professional in particular, is associated with engagement, and therefore the processes of creating, maintaining and restoring contacts that contribute to the effectiveness of professional activity become relevant. The communicative competencies of the future economist should be regularly updated, due to the K. Abulkhanova's opinion, "undeveloped communication skills are reflected in the following stages of a person's life in his communicative activity as an inability to combine his activity with the activity of other people. Therefore, without mastering communication skills, any activity cannot be effective"[126]. At the same time, an analysis of the peculiarities of the formation of social activity of future economists by means of communication technologies is required.

Thus, the purpose of the article is to analyze the process of using communicative technologies in forming the social activity of future economists.

Outline of the main research material. In modern competitive environment, the role of social communication is promoted by HR managers as an over-the-top professional competence called the "ability to sell". In this case, the word "sell" is understood in the figurative sense as the ability

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[125] Griffin E. (2015) Communication: Theories and Practices. Kharkiv: Humanitarian. Center, 688 p.
[126] Abulkhanova-Slavska K.A. (1980). Activity and psychology of personality. M.: Science, 336 p.

to talk about raising wages, the amount of salary; presentation of the value of one's time and professional resources to the employer; the ability to negotiate improved working conditions, transfer deadlines, remote form of work, etc. To some extent, the ability to organize and maintain professional communication reveals a constructive professional position of a specialist – one that is formed on the basis of awareness of certain values (activity, efficiency, respect for others, indifference, pragmatism, etc.).

N. Volkova notes that the attitude to professional communication is a component of the special sphere of personality, which positively reflects the system of values of communicative knowledge and determines the purposeful activity of students in their understanding of the need to know oneself as a communicative personality (personal advantages, disadvantages), awareness of ethical rules and rules of communicative interaction by means of verbal, non-verbal, computer communication, examination of their own communicative actions and decisions[127].

The modern specialist is involved not only in standard types of communication, but also must be able to work in the conditions of remote communication systems (all types of Internet communication). Professional communication acquires a trait of social orientation, because it allows to find clients more effectively, to carry out indirect (for the professional purpose) communication through social networks, which means – to develop communication links, using all possible means of verbal communicative influence on the personality. The ability of a specialist to manipulate the consciousness of the communicator and to protect themselves from aggressive feedback is gaining importance. Of course, honest means of communicative behavior will not always be used to achieve professional goals.

Thus, professional communication is a factor in revising the system of values of the individual and, on this basis, the formation and development of social activity. We can define the main principles of the content of the formation of social activity of future economists. They include the determination of its projectiveness in accordance with the life position of the specialist (acquired knowledge, skills, system of motives, vital values, reflexive skills); professional-personal characteristics, which reflects the value attitudes of the individual to professional activity and its results, as well as participants of professional activity (in particular and to himself), provides conditions for the realization of professional-role functions in the process of solving professional problems; the level of activity of a specialist in his professional and personal implementation; relative stability, manifested in self-change under the influence of changes in the motives of new experiences, learning, self-development, as well as special corrective influences.

Prominent place in forming social activity take the communication networks Facebook, Twitter and others. It is convenient for establishing relationships – gathering comments from site visitors, manipulation influence, advertising. There is a conglomeration of resources in the network, creating opportunities for access to portals and sites of a wide range of users (their concentration in one place and time). This simplifies the process of presenting and understanding certain information.

Researcher V. Rizun emphasizes that the "social space of a new ("post-industrial", "information", etc.) society, which becomes literally virtual, has its own special matrix (network). The main phenomenological manifestation of such a network as the Internet is the various flows (financial, educational, etc.). Information flows are becoming the main in the modern era. Such "flowing" space gives fragmented character to social practice, which is reflected in the content and structure of worldviews, which are increasingly relativized"[128]. This changes the model of communication, and A. Chyganovsky indicated: "The general orientation of the development of information dissemination is to approve a heteroarchical (horizontal, equal) order in place of a hierarchical (vertical, dominated by one of the subjects of communication) to a two-way communication model"[129].

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[127] Volkova N.P. (2012). Communicative competence as a basis for the future social teacher's professionalism. [Electronic resource]. – Access mode: http://web.znu.edu.ua/herald/issues/2012/ped – 1 – 2012/148 – 152.pdf.

[128] Rizun V.V. (2008). Theory of Mass Communication: Textbook. for students. industry 0303 "Journalism and information". K.: Prosvita Publishing Center, 260 p.

[129] Finagina O.V. (2008). Development of information systems in an information society. Economic Space. № 17. P. 109-116.

The states of the world in the age of Internet technologies create programs of information development: "The main tasks of information programs of all the states that are on the path of informatization are:

- defining the role and tasks of government and private enterprises in the process of building an information society;

- improving the legislative framework, legal support and protection of information processes;

- optimization of the computer technologies, telecommunications and other means of communication;

- conducting a policy of raising the level of education in the field of information of all segments of the population;

- developing mechanisms for price making and investing information processes and accelerating infrastructure on this basis;

- solving the issues of simplified international exchange of information by using all available measures (conferences, exhibitions, exchange of experts, etc.)"[130].

Important social conditions for the successful development of informatization include providing citizens with access to information, its use and exchange between members of society[131].

Social networks, one of the main communication sources for Internet users, are becoming thematic and professional-oriented. In 2010, a new social network "Gosbook" was launched for government officials. Within this framework, they can not only create blog, but also create expert and working groups to discuss issues of public administration, such as legislative initiatives, develop regulations, draft concepts. Unlike the first network, Regionalochka.ru, which is accessible only to registered officials, the new network is semi-open – many materials and messages are placed in the open access, and some questions will be available for discussion to anyone. Acceptance of users is due to the club scheme: a new participant must be invited by either one of the network administrators or one of the already registered users. One of the main tasks of the network is the wide involvement of civil servants and regional experts in its work[132].

Internet communication technologies (e-mail, skype, chats, forums, webinars, videoconferences and, of course, social networks) serve to interact with other people or capture information products, or to replicate information products. New communication opportunities are available, and the range of services is expanding. Most information resources, marketing services, information business, online communication are transferred to the virtual communication space, where, on the one hand, you can freely express opinions, on the other – have a massive impact on users, to form social relationships that take place in different communities, associations, government portals. One of the elements of the social interaction system is communication.

The Internet has the properties and functions of a social institution, communication is an integral part of transactions in the network and characterizes the communicative activity of society. Such researchers as O. Finagin and K. Harina investigated a social process that reflected the social structure and performed the function of communication. Communication is a broader concept, which signifies a multifaceted connection and interaction, contains all types and ways of communication[133]. Researcher O. Ignatiuk also emphasizes on the sociality of communicative activity: "Communicative activity as a kind of human activity is a specific social phenomenon, realizing the communicative function of the whole society, connecting with each other all kinds of human activity"[134].

[130]Abulkhanova-Slavska K.A. (1980). Activity and psychology of personality. M.: Science, 336 p.

[131]Competent Approach in Contemporary Education: World Experience and Ukrainian Perspectives: Library for Educational Policy (2004). ed. O.V.Ovcharuk. – K.: KIS, 112 p.

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[133]Finagina O.V. (2008). Development of information systems in an information society. Economic Space. № 17. P. 109-116.

[134]Ignatiuk O.A. (2009). Formation of future engineer's readiness for professional self-improvement: theory and practice: monograph. Kh.: NTU "KPI", 432 p.

O. Finagina and K. Harina consider that communication performs such important functions as cognitive, prognostic, practical, practical-instrumental, methodological[135]. Thanks to the communication function, a special environment of interactive communication of the subjects of information space is created. It based on the interaction of three types of information spaces and the three information circulation environments, as well as other functions of the information space are implemented (A. Chichanovsky, O. Starish)[136].

According to I. Ostapenko, internet communication is characterized by the following features:

a) activity / passivity of the social subject of the information world;

b) "disconnection" / harmony of social life of the person of information society;

c) contradiction / agreement on the content of social influence in the information world.

Unlike the usual reality, the Internet environment is characterized by greater social uncertainty due to the dynamics, the principle of infinity, the availability of a great variety of communication possibilities.

If human existence in the social world remains relatively structured, then its "virtual life", without the usual framework for self-categorization, makes it a prerequisite for the existence of the solution to the problem of self-determination, self-presentation and search for identity[137]. It can be added that the social uncertainty of the Internet environment is affected by the problems and realities of our society, since communication processes (streams) go from the real world to the virtual, and from the virtual to the real. It is also important to study the nature of communication between people in the age of Internet technologies, their impact on the sociality of users.

The role of successful communication in the development of civil society cannot be overestimated. We distinguish the following aspects and spheres of socially significant communication in the professional activities of future economists:

- the role of communication strategies in resolving social conflicts;

- communicative mechanisms of formation of positive attitudes in public opinion;

- successful public communication of publicly significant figures (politicians, public figures);

- the role of public relations in forming the corporate responsibility of the corporate world;

- increasing role of the media[138].

The whole system of communicative activity is intended to ensure the unity of spheres and sides of social life, to optimize social ties, thus creating communicative conditions for the development of personality. It should be noted that everyday life of most people is embraced by the network communication technologies, and they are increasingly adapting to the rules and conditions of the Internet. At the same time, there is a "clear unification of the mass consciousness, as people receive the same news at the same time, there is a global propaganda of the lifestyle inherent in Western civilization, that is, as in different countries, the same group of goods is advertised. This mechanism of the so-called globalization of mass consciousness is especially strong for modern youth. In a few decades, there is likely to be a generation of people who will share many more stereotypes of their own consciousness than their predecessors"[139].

The informatization of society takes place in a certain social environment and depends on it. The speed of this process, its content, effectiveness, manifestation of the various components is dependent on the technical basis of society, the social climate existing in society, on social conditions, the real environment in which the process of informatization takes place[140].

[135]Abulkhanova-Slavska K.A. (1980). Activity and psychology of personality. M.: Science, 336 p.

[136]Chichanovsky A.A. (2010). Information Processes in the Structure of World Communication SystemsK.: Gramota. – 568 p.

[137]Finagina O.V. (2008). Development of information systems in an information society. Economic Space. № 17. P. 109-116.

[138] Volkova N.P. (2012). Communicative competence as a basis for the future social teacher's professionalism. [Electronic resource]. – Access mode: http://web.znu.edu.ua/herald/issues/2012/ped – 1 – 2012/148 – 152.pdf

[139]Chichanovsky A.A. (2010). Information Processes in the Structure of World Communication SystemsK.: Gramota. – 568 p.

[140] Griffin E. (2015) Communication: Theories and Practices. Kharkiv: Humanitarian. Center, 688 p.

The communicative activity of society is now increasingly shifting towards virtual communication through the Internet with its ability to reach a wide range of users, expand its boundaries of influence to promote goods and services. Online stores are increasingly attracting attention with their accessibility, informativeness, delivery of goods, etc. Thus, the increase of communicative activity of the society in the virtual environment of the Internet is evidenced by: the increasing activity of mass media; constant updating of content on portals; development of the blogosphere and social networks; increasing advertising and marketing services; realization of operations of purchase and sale of goods in online stores; the activity of users who spend a lot of time online and more. At the same time, the network continues to monopolize resources and attract attention to services and news. Feedback comes in response to questions from users and offers of certain services and products. Such communication helps to improve social interaction between people and helps to understand better their needs and identify opportunities.

One of the communicative technologies in forming the social activity of future economists is to establish not only a "dialogue" between social groups that are differently aware of their responsibility and participation in solving problems of an enterprise that may be a factor in preventing social conflicts, but also the "form" of this dialogue. There are three main variations (forms) of social activity in the Ukrainian society:

- agreement (in the form of a voluntary commitment to social realities);

- inclusion (in the form of the possibility of free expression of thoughts, but mostly these thoughts are perceived only as a "social background");

- participation (in the form of realization by the social stakeholders of their own ideas in action).

Domination in a society of a certain form of social dialogue determines the nature, dynamics, orientation, spatial and temporal boundaries of social activity, the professional position of the future economist.

The professional position of the future economist is formed on the basis of a common personal position, the determining factor of which is the degree to which a person achieves the conditions in which his potential can develop most effectively. If a person is in unfavorable conditions, for example, instead of working by vocation, he or she spends his / her life making money through difficult unskilled labor, but at the same time, he / she spends some of his / her money on self-development (reads books, visits cultural institutions, sports, etc.), then her life position can be considered active and personally directed.

Identification of personal position with social activity of a person, development of his social subjectivity is presented in the works of O. Ignatiuk and O. Chaplygin. At the same time, scientists believe that subjectivity is not only presented in all relationships, all types of activity of the individual, all spheres of his being, but can also "grow", develop in the process of education, which provides the realization of a person in a professional development, finding his life position[141].

Thus, defining the subjective position of the future specialist as "the position of personal and professional self-development, the harmony of the external and internal in the position of the future specialist", we point out the necessary condition of such harmony: the consistency of external pedagogical influences with the intrinsic personality.Position is such a formation of a constantly evolving personality, with its maturity manifested in the relative stability and consistency of human behavior and beliefs. Of course, honest means of communicative behavior will not always be used to achieve professional goals, and therefore the specialist's value system will also acquire the trait of manipulative expediency. Thus, professional communication is a factor in revising the system of values of the individual and, on the basis of this, the development and transformation of his or her professional position.

The main principles of the content of the professional position are the determination of its projectiveness in accordance with the life position of the specialist (acquired knowledge, skills, system of motives, values, reflective skills); professional-personal characteristics, which reflects the value attitudes of the individual to professional activity and its results, as well as participants of professional

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[141]Competent Approach in Contemporary Education: World Experience and Ukrainian Perspectives: Library for Educational Policy (2004). ed. O.V. Ovcharuk. – K.: KIS, 112 p.

activity (in particular and to himself), provides conditions for the realization of professional-role functions in the process of solving professional problems; the level of activity of a specialist in his professional and personal implementation; relative stability, manifested in self-change under the influence of changes in the motives of new experiences, learning, self-development, as well as special corrective influences.

Generalizing scientific approaches to the notion of forming social activity of future economists, we consider them as a valuable attitude of a person to professional activity, based on persistent beliefs about its results, participants, as well as the formation of social activity, means of its implementation, which is manifested in an adequate value system of behavior. We draw attention to the fact that the reflexive position of the person in relation to professional activity involves the understanding, analysis and correction of personal values, motives, and, as a consequence, the development of personal resources, which leads to the professional growth of the individual.

Conclusions. Based on the theories of social interaction by M. Weber, T. Parsons, P. Shtompka,we can state that the social nature of the constructive social activity of modern Ukrainian society "lies" in the sphere of"social interaction – social dialogue – social trust". Effective (constructive) social interaction between certain social groups (especially those who have the ability and desire to actively influence social processes) leads to the formation of new social relationships that form the possibilities of social dialogue between them, which in turn affects the evolution (progressive reformation) of the structural organization of society, which is a prerequisite for the stability of society, reducing its potential social conflict (especially in the context of social uncertainty). The formation of an adequate mechanism and forms of social activity, in our opinion, can cause corresponding changes in a certain social community or in society as a whole, positively affecting other social groups, which in turn contributes to the formation of the most productive form of social interaction to reduce the potential social conflict of modern Ukrainian society – "social dialogue". Thus, the direction of future economists to social activity is a factor in the formation of the social competence, which helps to respond to the changing challenges of Ukrainian society and adapt flexibly to new socio-economic conditions.

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1.8 RESEARCH ON THE PROFESSIONAL ORIENTATION PROBLEM OF THE STUDENT YOUTH AS A PURPOSE OF THEIR ACTIVE CIVIL POSITION

Formulation of the problem. The modern development of science, economic and social relations requires from modern specialists not only fundamental knowledge and skills, but also personal involvement in the profession, appropriate self-identification, installation on a permanent professional self-improvement, value attitude to professional activity. One of the main in the future specialists preparation is the task of developing and strengthening their professional orientation, which implies understanding and internal acceptance of the professional activity goals, interest and inclination to it, the professional ideals formation, beliefs and values. The high level of professional orientation, value attitude to the profession is encourages professionals to constant self-improvement, stimulates professional development as a progressive achievement of new peaks that provide personal self-realization. A special place in the structure of the practical psychologists personality occupies a professional orientation, from the professional self-consciousness and orientation to humanistic values of which other people's mental health depends significantly. Professional development is an important part of a personal development, which starts its journey from professional intentions forming to professional life completing.

At a young age, professional development issues arise in the personality and they require analysis of one's professional achievements, the profession prestige determination, and future specialty decision-making. Thus, when choosing a profession, young people are guided by their knowledge base, their skills, inclinations and demand in the labor market. Quite strong factors that influence students' choices are: ability, subject matter, parental influence, prestige and health, predispositions and inclinations. Other factors have a lesser effect on professional self-determination, but they should not be neglected at all. Therefore, the right choice of professional field is an important factor in the individual self-realization in a particular profession and in the cultural environment in general.

The purpose of this article is to study the professional orientation problem of student youth as a pledge of their active civic position.

Subject Matter Outline. Quite a few scientists have researched the professional orientation problems and personality formation. Thus, the questions of personality professional formation and professionally important qualities development of specialists were investigated by O. Borisova, A. Derkach, E. Zeer, E. Klimov, K. Platonov, B. Jasko et al. Problems of personality professional self-determination, its professional orientation, readiness were considered in the writings of many researchers (B. Ananiev, Yu. Andreeva, T. Derkach, V. Zhukovsky, G. Zhuravleva, T. Ilyina, N. Kuzmina, V. Paramzin, M. Pryazhnikov, A. Seytsev, V. Slastionin, N. Stepanenkov, V. Shadrikov, V. Yakunin etc.). Some aspects of the professional orientation development of future specialists were considered in the context of the individual professional identity formation (O. Denisova, T. Maralova, U. Rodigina, O. Trandina, L. Schneider, etc.), professional self-consciousness (L. Grigorovich, N. Veselova, S. Kosheleva and others), professional interests and inclinations (S. Kryagzhde, O. Pryadekho, B. Fedoryshyn and others), value attitude to the profession (M. Demina). Researchers emphasize the special importance of professional orientation in the process of professional and vital self-determination of young people (Yu. Vavilov, A. Golomshchok, V. Zhuravlev, E. Klimov, B. Fedorishin, P. Chavir and others). Prominent place in pedagogy is the study of conditions and ways of professional orientation formation in higher education students (V. Abramova, Y. Andreeva, G. Hectina, O. Gubaidullina, T. Derkach, N. Doronina, V. Zhernov, O. Kaganov, V. Potikha, N. Pustovalova, R. Rakhmanova, etc.)[142].

Thus, according to P. Shchedrovitsky, self-determination is the ability of a person to construct himself, his personality, as the ability to rethink his own essence[143]. A. Maslow developed his professional development concept and singled out the central notion of «self-actualization» as the desire of a person to improve, express himself in an important business. Close to the «self-determination»

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[142] Галузяк В.М., Тихолаз С.І.(2016) Розвиток професійної спрямованості студентів вищих медичних навчальних закладів, с. 15.
[143] Андрущенко В.П., Михальченко М.І. (1996) Сучасна соціальна філософія, с. 14.

conception he identified such concepts as «self-actualization», «self-realization» and «self-implementation»[144].

Problems of professional and personal self-determination were investigated by M. Pryazhnikov. He distinguishes the concept of personal and vital self-determination and puts forward his classification of individual self-determination types, depending on the degree of freedom realized in each of them: professional, vital, and personal. For M. Pryazhnikov, life's self-determination is «the choice of a particular lifestyle and the realization of it in many social roles». Personal self-determination is characterized by him as the highest level of vital self-determination, which is minimally limited by external factors[145].

According to I. Kohn, the problem of professional self-determination and personality orientation is determined by three main aspects:

1. As a problem of personality self-realization.

2. As a problem of choice and decision making.

3. As an adaptation problem.

The notion of self-determination is usually of a descriptive nature and refers to particular narrow aspects. The essence of the youth' self-determination lies in «clearly orienting and defining one's place in the adult world», as well as «in choosing socially and personally meaningful goals, the achievement of which is ensured by the subject's self-realization». The term «self-determination» is associated with the processes of «self-seeking», «self-discovery», social and moral maturation, which have a world-wide meaning and «distinctly social meaning»[146].

According to D. Feldstein, self-determination process is associated with the socialization of the individual. «Personal self-determination is a phenomenon of the social individ, connected with the formation of the unfolded social position of man in relation to others, with the degree of seeing himself in other people, with the readiness of the individual for responsible actions in the world». He focuses on the social aspect of young people's self-determination, since the basis of this process is «the formation of a certain social position by a person who is put in the conditions of choosing a life path» [147].

According to M. Ginsburg, the need for self-determination is to some extent determined by the society demands but proves that self-determination is also determined by the internal logic of individual mental development and is connected with the need for self-realization, which is exacerbated in adolescence. That is why it is included in the perceptions system of a person's perspective over time and is closely linked to his life plans. The obvious connection of self-determination with the need for personality in self-realization relates to a certain psychological basis of personal self-determination at this stage of personality development in awareness and active realization in the future-oriented life[148].

The professional ideas problem (as a basic professional formation element of personality) is the subject of research O. Bodalev, T. Govorun, Z. Karpenko, E. Klimov, S. Maksimenko, V. Pank, V. Tatenko, T. Titarenko, N. Chereleva and others. A. Derkach, T. Kudryavtseva, O. Laktionova, I. Manokha, N. Samoukina, V. Semichenko, and others paid particular attention to the consideration of professional self-awareness as a self-knowledge process and a way of individual professional activity self-regulation[149].

In modern psychology of professional activity is claimed that a professionally specific image of the world and a stable emotionally colored and rationally grounded attitude to the activity, to other people, to the outside world, are the core characteristics of a professional consciousness[150]. Professional ideas are considered by domestic scientists as regulators of professional self-determination

[144] Сафін В.Ф., Ніков Г.П. (1984) Психологічний аспект самовизначення, с. 34.

[145] Пряжніков М.С. (2004) Особиста професійна перспектива, с. 6.

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[150] Климов Є.А. (1984) Людина і професія, с.75.

(S. Maksimenko, V. Panok, M. Marusenko, O. Pelyukh, N. Povyakel, N. Chepeleva, Y. Dolinska, Y. Prykhodko, L. Terletska, L. Umanets, B. Fedoryshyn, etc.).

According to A. Konopkin, professional has such ideas about activities which include:

- the subject's accepted purpose of the activity.
- performance criteria.
- a program of executive actions.
- a subjective model of meaningful business conditions.
- information on the results actually achieved.
- decision to correct the system of activities[151].

V. Obnosov proposes to consider professional representations as an individually peculiar system of knowledge, beliefs and experiences of a person. What he associates with this profession. It is the awareness of the individual about the world of professions, assessment on the scale of prestige and attractiveness, the sum of information about the specialty that a person has, dynamic information formation, the structure and content of which depend on the purpose. The author emphasizes that the idea (as a cognitive-affective mental education) has not only informational but also motivational potential for further professional development of the individual[152].

Young people's profession perceptions include knowledge of the requirements of future activity, differentiation (levels of knowledge: absolutely necessary, relatively necessary and desirable).

As a result of the individual images transformation, attitudes and social stereotypes of a particular type of professional activity, ideas about the profession are formed. The profession idea structure includes both the content of the activity itself and the subject's activity characteristic.

Thus, analysis of scientific sources on the personal ideas structure about different types of professions showed that it consists of at least two components. On the one hand, it contains an idea of the professional activity content, the conditions in which a specialist works, the tool of work, and on the other – the idea of a person about the presence of the makings and qualities that, in his opinion, will contribute to the succesful professional self-realization.

Therefore, the professional identity system contains the following key interrelated components:

- subjective (a set of perceptions of a professional entity).
- substantive (a set of ideas about the content of the activity itself).

Some scholars add the idea of one's professional future to the idea of one's as a specialist and ideas about the content and conditions of professional activity.

Professional ideas are always characterized by dynamism and development in terms of value-meaning context. At the same time, profession ideas are set both to create individual professional representations and to form a profession stereotype image, which is fixed in the social group and community. The professional perceptions development is influenced by the formed in150150dividual and social stereotypes of this profession, the perceptions of which allow to describe, classify and understand the socio-psychological phenomena of the future specialist's activity, as well as to prepare him for it in the case of choosing as a professional.

On the basis of certain profession ideas, students form a corresponding attitude to it, which is characterized by certain dynamics. In the first year, students are more focused on grades, the teaching system, individual teachers and more. Therefore, young people's moods can range from enthusiastically inspired to skeptical. In the second year students have doubts about the right choice of profession or educational institution. Although by the end of the third year, future specialists are usually definitively determined, but some of them decide to study at the university but not to work in the future by their specialty.

Given their abilities, profession prestige, work content, socio-economic situation in the labor market, young people are self-determined in the ways of obtaining a vocational education. Thus, it is

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important for young people to study and professional self-determination – an informed choice of vocational education and vocational training ways.

The romanticism associated with the aspirations and professional dreams that was present at the secondary school is no longer relevant to young men. However, quite a few young people are disappointed in their choice of future specialty.

The self-esteem of young men is also important. Students seek to choose the kind of activity that suits their understanding of their own capabilities. Students cannot objectively evaluate themselves. Some tend to overestimate themselves, others vice versa. Not all students have adequate self-esteem. When reassessing, the level of claims is lower than the opportunities available. The choice of profession made by such students leads to disappointment. Low self-esteem also adversely affects the profession choice and the personality development in general.

For young men entering the university, choosing a profession is an important step in their lives. But the problem is that it is difficult for them to understand the psychological bases of professional choice. Students lack general knowledge of personality psychology; it is difficult for them to understand their own interests, abilities, strengths, weaknesses, and character traits. Therefore, we can confidently say that psychological education as a condition of forming an objective self-esteem is very important and necessary for young men.

Everyone knows that prestige is the most important criterion for choosing a profession, and for young people, in turn, it is one of the main factors for choosing a future specialty. A distinctive feature of prestige is the degree of respect for the subject, as well as the influence of the person who mastered the activity. All this is due to historical stereotypes, where the prestigious profession increased the person's status, enriched it, made the person a respected and influential personality.

Basically, young men choose «prestigious» professions not because they are attracted to the process and content of the work, but because they choose, rather, a certain way of life, where the profession is only one means of building a happy life. This factor, for the most part, explains the choice of young people who, for example, choose the profession of lawyer or economist. By itself, the profession is unlikely to interest young people (working with papers, regulations and financial reports), but these professions, according to young people, allow a person to earn a lot and build a certain rich, comfortable, and, of course – a prestigious lifestyle.

Young men facing the profession choice are at risk of making the wrong choice, focusing on the profession prestige: choosing a «prestigious» and «elitist» profession, they may be among the so-called losers, in the mass of large numbers of unclaimed professionals.

An important factor in the success of professional self-determination of young people are family ideals, interests, attitudes, values, which are embodied in the educational potential of parents and become manifested in parent-child relationships, styles of family upbringing. The family should provide the conditions that would stimulate the growth of the child, which would enable them to take responsibility for their own professional choice.

Researchers who study the role of family in the professional self-determination of high school students note that this process is influenced by:

1. Relations with parents in general and those related to the child's professional future (E. Klimov).

2. Social status, financial support of the family, level of parents' education (L. Mitina).

3. Parental attachment to the child, which leads to the activation of his initiative, autonomy, helps to master the skills necessary for future professional activity (M. Bykova, O. Smirnova).

4. Parenting style, value priorities of parents (O. Volkova, V. Noskov, O. Sukhova).

5. Stereotypes of parental educational attitudes, among which leadership and obedience requirements, leading to an individual's own experience without considering his or her acceptability to the child occupy a leading position (L. Ponomarenko).

Significant work on the impact of family education on the students' professional self-determination is contained in the scientific work of foreign scientists. Generally, the ideas expressed by them are that:

• parents must, on the one hand, protect the child and, on the other, give him some freedom in professional self-determination; the child, in turn, strikes the necessary balance between the demands of the parents and his own initiative (E. Erickson);

• maternal love is unconditional and uncontrollable; the father's love is conditioned – father loves a child for the fact that he/she meets his expectations, including those concerning his/her professional self-determination (E. Fromm, K. Rogers);

• for successful professional self-determination of a child, parents must create conditions that would facilitate the identification of his needs, interests, inclinations, and would give freedom of choice (A. Maslow).

An important factor that directly affects the success of a child's professional self-determination is the nature of family upbringing. In almost all approaches to defining its essence and peculiarities of manifestation the idea of natural ambivalence, contradiction of parental education is traced, which includes two opposite points: unconditional – personal beginning, which contains such elements as acceptance, love, empathy, etc., and conditional – subjective beginning (objective assessment, control, focus on the certain qualities cultivation). It implies the implementation of a more or less rigid educational strategy that determines the focus of parental influences on the child's future, the formation of valuable, parental, qualities, an objective (and sometimes biased) assessment of the child's actions and conditions, etc.

The second orientation is to completely deny the pressure on the child as a method of family education. In general, this orientation deserves a positive assessment. But among those who adhere to this strategy, sometimes it happens that their actions turn into reckless indulgence to the child, the rejection of their own position because of fear of causing misunderstanding, cause conflict, alienate the child from themselves. Such permissiveness is detrimental not only to the child's professional self-determination, but also to family education in general. Accustomed to ignoring parental advice, the child puts his own needs in the first place. When these needs exceed the available moral and material resources, the young man or girl resorts to seeking out ways to meet them outside the family, not always choosing socially acceptable ways of doing so.

The high social status of the parents also has an ambiguous influence on the formation of the child's personality, the formation of his professional aspirations. Material well-being is sometimes accompanied by the fact that parents focus on work, not children. Although formal education and upbringing begin very early, parents do not really feel the attention of their parents. As a consequence, the children' self-esteem growing up in such conditions becomes egocentrism, emotional coldness, hysteria, and their life and professional aspirations are overstated. Moreover, the ability to make efforts to achieve the goals remains undeveloped.

As a consequence, in most high school students, professional self-determination is indicated by ambivalence of motives, which is conditioned by the presence of different views on the particular profession evaluation (proximity to the place of residence, opportunity to work in a prestigious organization and enjoy additional social benefits, possibility of achieving high financial security, attractiveness and attractiveness), which does not allow to agreement. In many cases, the choice made is based only on general considerations and can in the future cause life failures and great disappointments.

It should be noted that due to the considerable social, material and territorial inequality of educational opportunities and self-realization, not all boys and girls of older school age have perspectives in terms of professional self-determination. Therefore, when choosing a profession, they often place in the first place not those professions that they would like to obtain, but those that can be obtained on the criterion of «accessibility», especially if this «accessibility» is supported by parents. Sometimes the professional choice made under the influence of some social factors does not correspond to the students' ideas about the future profession, their psychophysiological peculiarities, which necessitates changing the choice made[153].

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[153] Коханова О.П. (2015) Проблема входження першокурсників в освітнє середовище, с. 90.

When choosing a future profession, young men take into account not only the general information about the characteristics of the chosen profession, but also a lot of other information. Klimov identified several important factors that impede the profession choice of young men: parents' position, comrades' position, teachers' position, personal professional plans, abilities, level of harassment, awareness, aptitude. He argues that there are 8 major factors that influence the future profession choice:

1. The senior family members' position. Often, parents who want their children to compensate for their shortcomings in the future are prevented from choosing the profession correctly, in an activity in which they have failed to manifest themselves. Children, with no other choice, agree with their parents, and in most cases, regret that they went to study in a specialty that they do not like.

2. The peers' position. Friendly relationships of young men are quite strong and often even the position of the micro group can influence the future profession choice.

3. The teachers' position. Each teacher, while observing the student's behavior, makes a kind of «diagnosis» of the student's interests, inclinations, character, and abilities.

4. Personal professional plans. The idea of the immediate and distant future plays an important role for the individual. The professional plan or image, its features depend on the mind composition and person's character. It has the main purpose and goals for the future, ways and means of achieving them. But the plans are different and what they are depends on the person.

5. Abilities. The abilities, talents of young men should be revealed not only in training, but also in all other types of social activity, since these abilities include future professional suitability.

6. Level of claims for public recognition. The first stage of professional training is the reality of the student's demands.

7. Awareness. True, undistorted information is an important factor in choosing a profession.

8. Propensity. Tendencies are manifested and formed in the activity. By deliberately engaging in different activities, a person can change his hobbies, and therefore directions. For students, this is important because pre-professional hobbies are the way to the future.

Regarding our research, it should be noted that E. Klimov understands self-determination as an important manifestation of the individual mental development, as an active search for opportunities for development, the formation of ownself as a full participant in the community of producers of something useful, professionals' community. The scientist notes that the conscious process of making the final decision about choosing a professional school may seem at first glance one-off or even fleeting. In previous years of development, a person has a certain attitude about different fields of work, the idea of professions and self-esteem of their capabilities, orientation to the socio-economic situation, the idea of «spare options» for choosing a profession, and much more, characterizing the state of readiness for another professional self-determination. Summarizing Klimov's considerations on this issue, it can be stated that professional self-determination does not amount to a one-time act of choosing a profession and does not end with the completion of vocational training in the chosen specialty, it continues throughout the professional life[154].

The study of the professional orientation problem of youth was conducted at the Petro Mohyla Black Sea National University. The experiment was attended by students of the specialty «Psychology» aged 18-20 years (40 people), mainly girls. E. Klimov's Differential Diagnostic Questionnaire and J. Holland's professional self-determination questionnaire were used for diagnostics.

The Differential Diagnostic Questionnaire (DDQ) is designed to identify a person's predisposition to certain types of professions. The methodology is a fairly short questionnaire consisting of 20 alternative judgments. The subject should choose one of the two types of classes mentioned in the question. The highest number of pluses and the smallest number of minuses indicate symptoms of preference and inclinations of the interviewee. Very often they talk about the subject's abilities. According to the results of the study, according to the key, the orientation of the person is revealed, which, in turn, is divided into 5 profession types:

1. Man-Nature
2. Man-Technician
3. Man-Man

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[154] Шевченко Н.Ф.(2013) Дослідження професійної спрямованості майбутніх психологів, с. 97.

4. Man-Sign system, sign image
5. Man-Artistic image

This questionnaire helps to define the area of profession choice, to prefer one or another area of the world professions map. According to the results of the technique, we can find out which professional field a person is more inclined to, and to which less. Points indicate only the direction and not the amount of change in the score being evaluated. Thus, DDQ allows us to identify the professions to which the person has inclinations.

Analyzing the results of the averages, we can note the fact that in most of the subjects it is the humanitarian orientation in the choice of professional activity that prevails.

The results of the E. Klimov's Differential Diagnostic Questionnaire are presented in Fig. 1. We can find in the investigated majority the focus on the activity field of the Man-Man, which significantly outweighs other areas of activity. In this case, the orientation of the Man-Technician is also the leading after the sphere of the Man-man. And the least significant was the sphere of Man-nature. All this can be explained by the fact that at this age, it is important for young people to communicate with their peers, develop relationships with people, find their place in society.
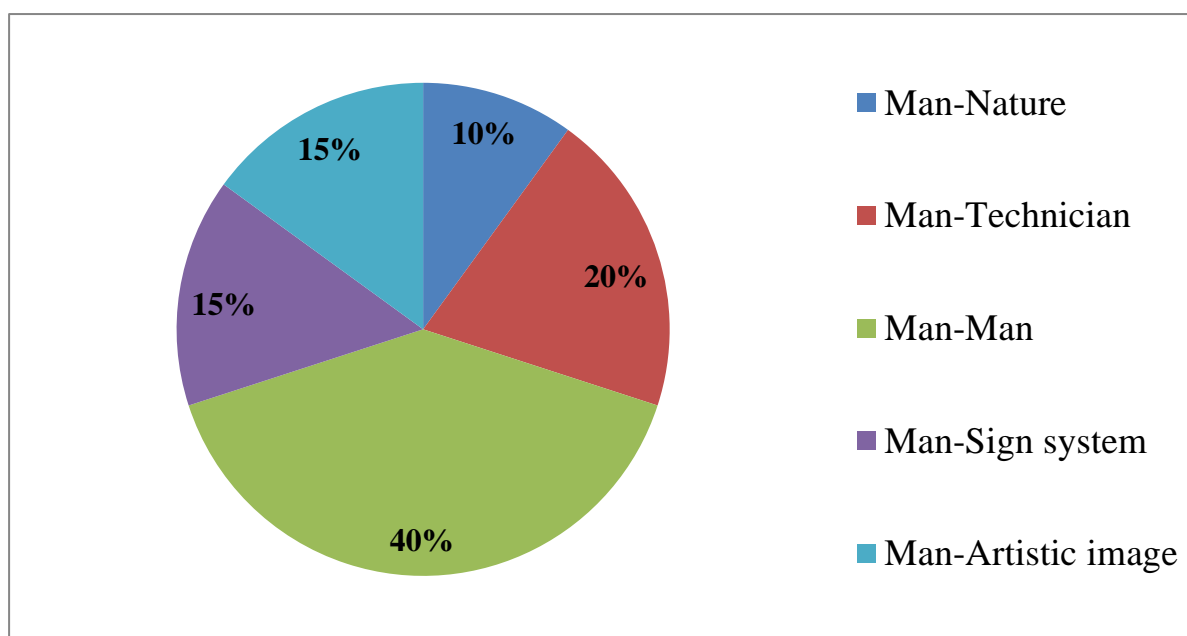
Fig. 1. Orientation areas of young men by the E. Klimov's DDQ

In our study, we also conducted a comparative analysis of the results in the sample of boys and girls (Fig. 2), where we can see a number of differences in indicators. The activity field of Man-Technician is more prevalent in boys than in girls. And girls, in their turn, are dominated by the Man-Man orientation. It can be seen that at such an age, boys are more focused on the activity field such as Man-Technician, Man-Sign system and Man-man, and girls are directed to the sphere Man-Man, Man-Artistic image. Diagnostic results may also indicate that the choice of young men may be influenced by different stereotypes that divide the professions into «male» and «female». Such perceptions and stereotypes of young people can quite strongly influence their professional perceptions and choice of future activity field.

The next method we used in our study was the J. Holland's professional self-determination questionnaire. The theoretical basis of the questionnaire is the professional choice theory, developed by American Professor J. Holland. Its essence is that success in professional activity depends on the correspondence of the conditions of the personality type and the professional environment type. Man's behavior is determined not only by his personal characteristics, but also by the environment in which

he manifests his activity. People want to find a professional environment that will allow them to fully reveal their abilities, express value orientations.
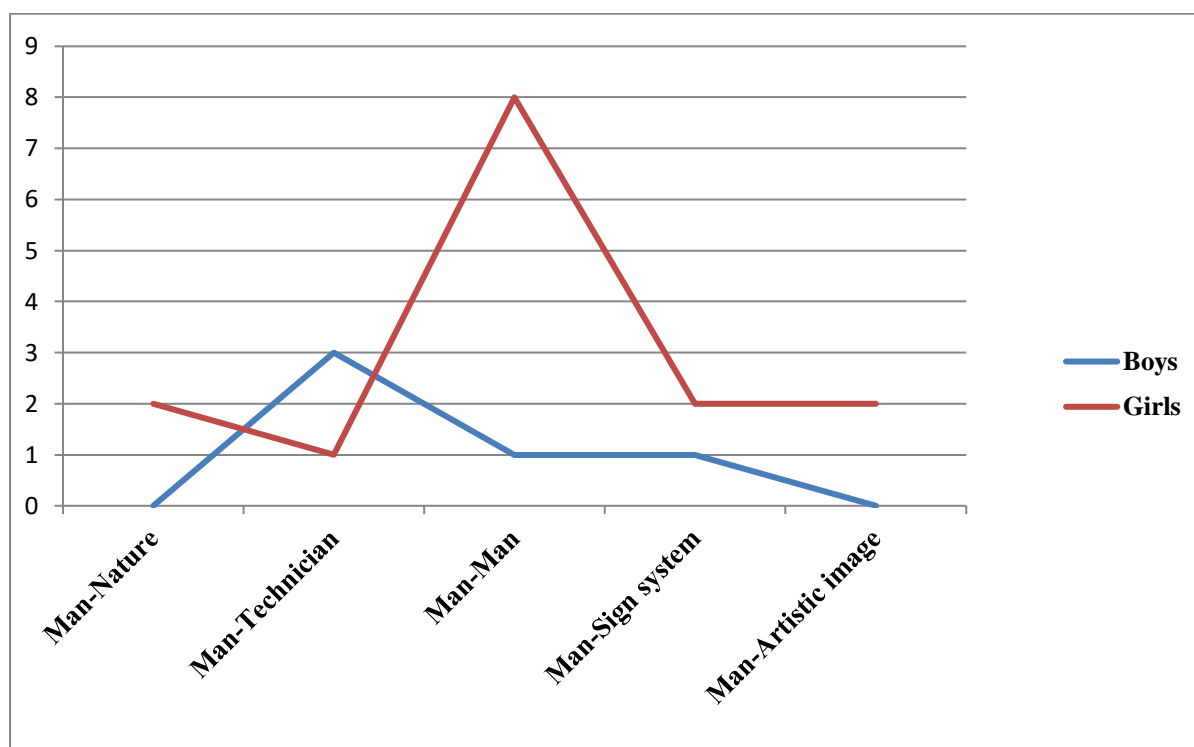
Fig. 2. Results in the sample of girls and boys by the DDQ

Holland identifies six professionally-oriented personality types based on interests and values:

1. Realistic personality type – aimed at the creation of material things, maintenance of technical devices and technological processes.

2. Intellectual personality type – it includes all professions that are in one way or another related to mental work, analytical skills, rationalism.

3. Social personality type – professions related to interaction with the social environment: training, education, treatment, service, counseling.

4. Traditional personality type – processing and organizing information in the form of text, numbers, formulas, recordkeeping.

5. Entrepreneurial personality type – active professions with the need to constantly make independent decisions, risk and lack of uniformity and monotony.

6. Artistic personality type – original, independent of public opinion people with an unusual outlook on life.

The form of the questionnaire offers a wide range of interests and attitudes. From the two offered professions it was necessary to choose the one that is most interesting to the experienced.

Thus, by analyzing the study results according to this method, we can see that in the group of subjects, the artistic type and social prevail (Fig. 3).

There were far fewer subjects with a research and traditional type of professional orientation. All this can be explained by the fact that at this age for young people the leading activity is communication and establishing relationships with people. This is also evidenced by their professional choice, since all the subjects study in the specialty «Psychology», which corresponds to the social type of professional orientation.

It should also be noted that the group showed a rather high rate of subjects with artistic type of professional orientation, which can speak about their creative abilities and originality, which can also be used in their activities.
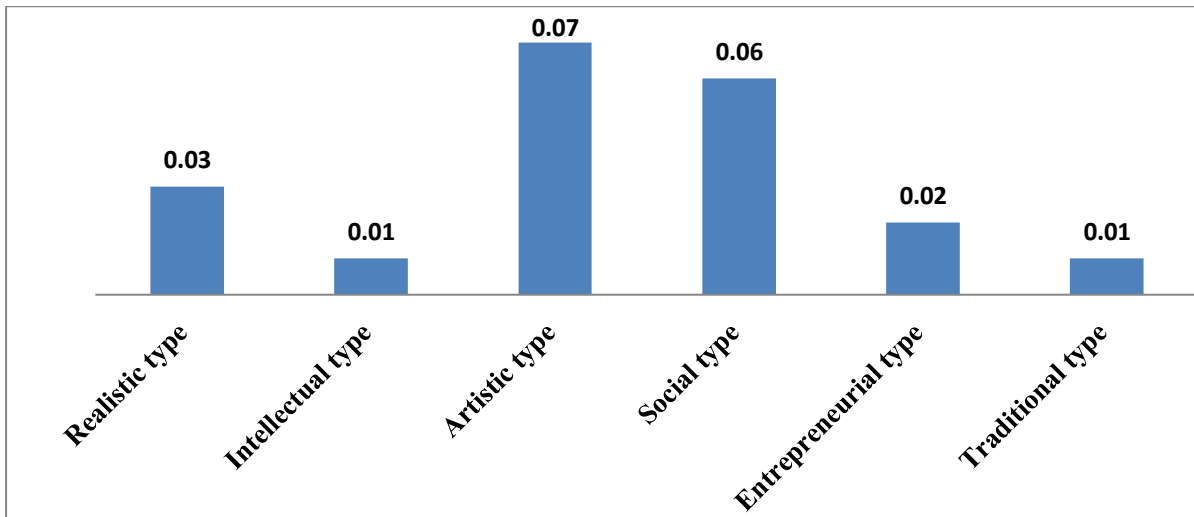
Fig. 3. Results of the J. Holland's professional self-determination questionnaire

Also, by analyzing the answers in the sample of girls and boys (Fig. 4), we can see the following results. Boys, like girls, are dominated by the artistic type and far less experienced with the realistic, social and entrepreneurial type. This may also be due to the fact that fewer than girls appeared in the sample. At the same time, one can see that girls are dominated by artistic type and social.
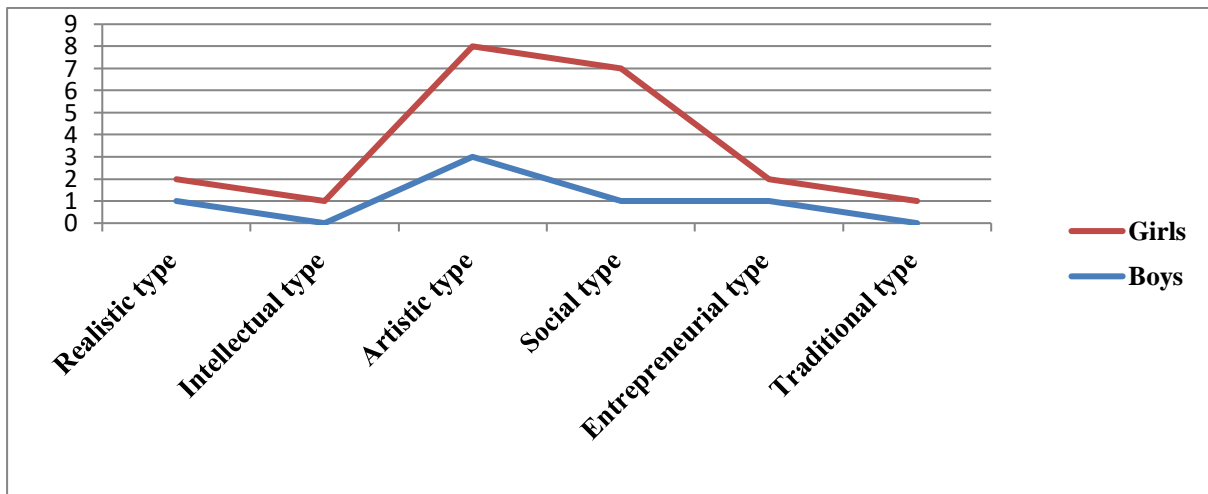
Fig. 4. Results in the sample of girls and boys

Conclusions and perspectives for further research. Summarizing the study results, it should be noted that young people need to be more serious about the profession choice, they need to think about their choice in advance. When choosing a future profession, they should be guided by such factors as: abilities, motives for professional activity, inclinations and inclinations, prestige, objects of work, their own motives, gender differences, etc. There are many other factors, but they have less influence on young people's career choices. Failure to consider these and other factors by a prospective student may result in him/her choosing a profession in which he/she will be disappointed in the learning process and will not work in his / her chosen profession. From school it is necessary to carry out work on education of conscious profession choice. The professional self-determination of young men should be carried out in the course of a specially organized scientific and practical activity – vocational guidance. For the purpose of recruitment of the most able entrants, oriented and inclined to the chosen profession, it is necessary to enter professional selection elements in the examination program. In a higher education institution, it would be advisable to create a system of psychological support for the vocational guidance of future professionals in order to identify the main problems associated with

the initial stage of professional careers and to facilitate their positive decision. That would help to avoid frustration with the chosen profession in the process teaching.

Also, the choice depends on the motivation and perseverance of the students themselves, because they need to do a lot of cognitive work, studying themselves, their inclinations and abilities to make the right professional choice. Applying various trainings on vocational guidance, professional counseling can help students in choosing their future profession, preventing the emergence of such negative phenomena as: frustration from the chosen profession, «migration» between faculties, professional deformation, unwillingness to work in the chosen specialty.

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1.9 THE INFLUENCE OF SOCIAL INSTITUTES ON THE FORMATION OF THE ACTIVE CIVIL POSITION

In the conditions of unstable social, economic and political transformations, the development of civic activity in modern Ukraine is impossible without involving young people in solving social and social problems. Civic development in the youth is one of the priorities of the state youth policy, activities of educational institutions and other social institutions. This problem is of particular importance when conducting educational and educational work with student youth. Educational work in institutions of higher education should promote the desire of students to be socially active, adapted and socialized to modern conditions of society, in order to put into practice their own skills of professional competence, personal responsibility and civic activity. The realities of modern society tend to indicate that only a small proportion of students take an active civic stance on the challenges of society. Therefore, the problem we raised in the context of current conditions is relevant, debatable, and needs further investigation and resolution.

It is advisable to analyze recent studies that have begun to address the problem. The analysis of the scientific literature indicates that there is a considerable amount of research by contemporary Ukrainian and foreign scholars on the problem of civic activity of the individual. Scientists identify and characterize the following scientific approaches to our chosen topic, namely: philosophical, psychological, socio-cultural, political and legal, sociological.

The concept of «civic activity» is directly substantiated in the works of D. Akimov, T. Bezverkhoi, I. Bukreev, M. Boryshevsky, S. Ryabov, L. Shangina, M. Golovaty, G. Grevtseva, L. Korinna, M. Ostapenko, O. Pligy, T. Savrasov-Vyun and others. The work of such scientists as L. Arkhangelsky, L. Buev, I. Kon, G. Smirnov, A. Kharchev is devoted to the study of philosophical and legal aspects of civic activity (civil and legal functions of the individual). In the works of L. Bozhovich, A. Kovalev, O. Leontiev, A. Petrovsky, S. Rubinstein the psychological problems of education of the citizen, etc. are substantiated.

The concepts of «activity» and «citizenship» are the basic categories that reveal the meaning of the «civic activity» construct. Thus, in the sense of understanding the term «activity», M. Ostapenko distinguishes two approaches: philosophical and psychological. The first interprets activity through the lens of culture, creativity, and distinguishes two of its forms: activity that is manifested in the creation and improvement of the outside world, and observation, reflected in the inner world of man. The second examines the concept of human activity within the activity approach, according to which activity is treated as a special type of activity, namely, as its dynamic characteristic, characterized by the intensification of the basic characteristics of the person (purposefulness, motivation, emotionality, awareness, possession of means and methods of action), aimed at changing the surrounding reality according to one's own needs, views and purpose[155]. Instead, K. Abulkhanova-Slavska considered activity as an expression and a way of fulfilling the higher vital needs of the individual – in maintaining a certain position in society, in public recognition, in objectification, in self-expression. In this capacity, activity is the manifestation and realization of subjective relationships of the individual to the outside world[156].

In the «Great Interpretive Dictionary of Modern Ukrainian» the term «citizen» is defined as an adjective to the concept of «citizen». The adjective "civil" refers to the society or humanity of the whole country, to all citizenship, which is subject to the laws of the country and performs the related duties. From this we have the expressions: civil rights, civil war, ie war of different classes of one society[157].

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[155]Lisovets O. Research of public activity of modern student youth // Scientific Notes of Nizhyn University. Nicholas Gogol. Ser.: Psychological and pedagogical sciences. – 2012. – № 2. – P.18-22.

[156]Abulkhanova-Slavska K. A. Typology of personality activity / K. A. Abulkhanova-Slavska // Psychological journal. – 1985. – P. 3-19.

[157] Slovopedia [Electronic resource] // Interpretative dictionary. – Resource access mode: http://slovopedia.org.ua/34/53395/33200.htm.

Many researchers and scholars are inclined to believe that civic activity is a person's active attitude to the life of a society in which he or she acts as the initiator and leader of the norms, principles and ideals of society as a whole, or of a particular class, social group. Civic activity is manifested in socially useful activities, participation in social movements, in changing existing ones and creating new forms of social life.

It is advisable to emphasize that citizenship, as a quality of personality, manifests itself in its ability: to influence the life of the micro-society; satisfy their own needs and interests; to realize the interests and goals of the collectives, associations to which it belongs; solve important tasks for them; to act for the benefit of society, to respect and to exercise, in accordance with moral and ethical principles and age possibilities, their rights and obligations. Civil activity is hardly a separate, independent subject in sociological research, and the term itself is absent in most vocabulary sources, which complicates the definition of its boundaries and scope[158].

There is some discussion regarding the juxtaposition of the concepts of civic and social activity. We are inclined to think of those scholars who view civic activity as a form of social activity – a socially useful activity aimed at realizing the needs and interests of society as a whole, or of classes or particular social groups.

It is important to emphasize that civic activity, as a complex multilevel phenomenon of social reality, has its own structure. In particular, I. Bukreeva identifies three main components of civic activity: the first is that civic consciousness and personality culture must be of a sufficiently high standard and have affirmation in active social actions; the second is civil liability as a respect for civil rights and obligations; the third is political participation aimed at striking a balance between the power of the state and the will of the community.[159] They consider the third component of civic activity: as a way of influencing society on the behavior of the authorities, as well as as a method of shaping the mass consciousness of people and a form of expression of the social life of a Ukrainian, which focuses on it[160].

Instead, T. Bezverha substantiates civic activism: as the pursuit of action, which is an internal desire for the pursuit of a purpose; it plays an important role in state-building processes; dependence of civic activity on the national idea. Considering civic activity, scientists agree that it is a certain quality trait of the person, conditioned by its value orientations and social and national values, taking into account the norms and laws of the state, directs the activity, behavior, communication of a person as a representative of social, to create a world of civil relations, institutional interaction with the government[161].

To summarize the above, let us add that the common understanding of civic activists is, first and foremost, the intrinsic desire for action (which also includes interaction with other people) caused by the need to intervene in socio-political processes in order to strengthen the social order or to change it in order violated due to lack of control on the side of the state. Analyzing the main approaches, we can conclude that the civic activity of young people is understood as a system of value orientations of a person, reflecting his conscious actions aimed at the implementation of the totality of human, social, political and civic values, with a reasonable ratio of personal and social interests[162].

It is well known that student youth is one of the leading places in the processes of building a democratic civil society. According to the results of scientific researches, student youth, being

[158] Ostapenko M. A. Civil activity as a basis for the formation of civil society / M. A. Ostapenko // Contemporary Ukrainian politics. Politicians and political scientists about her. – K., 2011. – Vip. 22. – P.135-143.

[159] Bukreeva I. Civic Activity of Ukrainian Student Youth: Features of Identification and Development Trends / Irina Bukreeva // Sociological Studies. – 2013. – №2. – WITH. 77-82.

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an integral part of all youth, is characterized by the ability to form intelligence, a system of value orientations, special social behavior and psychological culture. Students are characterized by their desire to choose an active style and a behavioral ideal. We will add that the basic basis of students' civic activity is:

−interest in public and social activities;

−the need to realize organizational skills;

−initiative and ability to accomplish any task;

−demanding of oneself and others;

−personal responsibility for carrying out public tasks;

−a willingness to help and support the creative ideas of others.

As the study of this topic has shown, civic activity is mostly manifested in the social-communicative, public, socio-political spheres. At the same time, among the functions of civic activity, scholars distinguish such as:

−making a positive impact on decisions made in society;

−participate or assist in the development of laws or regulations;

−change of provisions or rejection of regulatory acts;

−articulation of group and public interests;

−self-improvement[163].

In the process of civic education of student youth, teachers' attention is focused on revealing the content of spiritual values, determining their role and place in the life and activities of modern man, and identifying possible ways of their practical use. At the same time, these issues are solved in such a way that the students' knowledge, skills and civic content offered to students are deeply accepted by them, they find appropriate understanding, they receive personal acceptance and consolidation at the level of feelings, knowledge, motives, values, beliefs, beliefs. In such circumstances, there is an important and responsible process of appropriating the spiritual values to the person, translating them from the plane of social and cultural heritage into the plane of the student's personal experience.

The peculiarity of civic education in higher education is that it should ensure the development of a complex of civic traits and qualities of students. According to L. Khomich, in modern conditions it is important «to provide a system of civic education, the purpose of which is to form in the youth complex of civic qualities, a deep understanding of belonging to their people, the state, the internal need and willingness to defend and protect its interests, to realize their personal potential. for the benefit of strengthening their state. That is, it is necessary to educate a person with a certain type of socially conditioned behavior, which is characterized by a set of rights and responsibilities, respects and adheres to the rules and rules of coexistence adopted in this society, the traditions of their countrymen». Students of educational institutions are interested in a wide range of issues of civic content, to which they seek to find the answer, while using the opportunities to communicate with teachers, joint discussion with them problems of relations between society and modern people, respect for the rights and freedoms of the individual, satisfaction of civic interests, needs, etc. In turn, the faculty of higher education institutions is designed to create the necessary conditions for a fruitful dialogue with students, the organization of public, group and individual forms of discussion of issues of civic content that are of interest to the student audience.

It is important to emphasize the need to stimulate civic engagement by: implementing various programs and projects at the state and legislative levels; delegation of authority to the local and regional level, such as: implementing direct democracy procedures: setting up public advisory committees, holding public hearings, organizing social monitoring – processes that allow the public to track the practical implementation of state decisions at the local level, determine their effectiveness and efficiency and provide suggestions on how to improve the decision-making process; forming coalitions of non-governmental organizations; through education and upbringing of young people by means of

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[163]Babkina M. I. Design activity as a method of formation of civic activity of student youth [Electronic resource] / M. I. Babkina. – Article access mode: http: //www.rusnauka.com/5_NMIV_2009/Pedagogica/40610.doc.htm. – Title from title. screen.

pedagogy. In our view, such practices can enhance the ability to educate the civic spirit in the population. First of all, there are several programs and projects in Ukraine aimed at the formation and education of civic activity, in particular: State National Program «Education» (21st Century Ukraine), The concept of civic education in the conditions of Ukrainian state development, The concept of civic education in Ukraine and other.

In the case of civic education of students, it is important to use social information, which is characterized by the fact that it gives the opportunity to react quickly to the events of social, economic, moral and legal life, illuminate social processes and phenomena. Social information is transmitted through the participation of the media (television, radio, newspapers, magazines, etc.), as well as in the process of interpersonal communication, exchange of opinions, impressions, plans and aspirations during training sessions, extracurricular activities, student club meetings, etc. In contrast to the media, high schools have ample opportunities to use scientific information for civic education. This kind of information applies to such fields of knowledge as political science, public service, law, ethics, aesthetics, cultural studies, etc. The task of high school teachers is to form a system of civic concepts, ideas, views, and to create a solid basis for the formation of a civic outlook, a deep awareness of the historical, political, legal, cultural laws of civil society, democratic society, based on scientific information. between people in education, production and recreation.

Regarding stimulation by means of pedagogy, it is important to choose the methods and methods that will promote the development of self-organization and self-government of young people. It is not only about the amount of knowledge and skills acquired by students, but also about having practical skills to apply them in different life situations.

It is worth noting that the process of forming students' civic activity includes the following components:

−formation of civic competence and responsibility in gaining a positive experience of participation in public life;

−positive attitude of the citizen to the institutions of power and political system;

−conscious study and learning of democratic attitudes and values;

−personal attitude of the citizen to himself and to other people;

−mastering the political vocabulary (the cognitive component of political culture)[164].

Summarizing the considered components, it should be noted that their productive implementation requires the formation of positive student motivation, effective organization of the educational process, the choice of interactive forms and methods of learning and education, the exercise of control and self-control, which ensure the formation of active civic position and civic activity.

According to the research results, among the new methods, scientists justify the use of the project method. The project technology is based on the positions of pedagogy of pragmatism, which allows to realize the principle of «learning through activity», where the activity is considered as creative and active work of the pupil[165]. It should be added that the advantages of the project technology lie in the combination of theoretical knowledge and practical skills in the micro-social environment, in the development of practical skills. The project activity is aimed at the fact that students' study and act in a micro-social environment, get practical skills, have the opportunity to test theoretical knowledge in practice[166]. Such activity is carried out both in the course of training and in specially organized extracurricular work of student youth. It is, first and foremost, a collective activity of students, which is grouped together and solves the task according to the goals and objectives of the project. It is important enough that this association be based on a common interest. A prerequisite for achieving the goal of the project is the voluntary participation of young people in the project activity. It is the principle of voluntariness, based on the motivational desires of a particular individual, will allow the effective use of the creative and intellectual potential of each team member involved in the project. The group

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[164]Polat E. New pedagogical and information technologies in the education system / E. Polat. // Asdemia. – 2000. – P. 216.
[165]Babkina M. I. Design activity as a method of formation of civic activity of student youth [Electronic resource] / M. I. Babkina. – Article access mode: http: //www.rusnauka.com/5_NMIV_2009/Pedagogica/40610.doc.htm. – Title from title. screen.
[166]Ibid.

as a whole should be responsible for the achievement of common goals, and each participant should be responsible for their part of the work. The task in the group is performed in such a way that it is possible to take into account and evaluate the individual contribution of each member of the group in particular.

One of the leading experts in the field of project educational activity E.S. Polat defines the project method as «a way of achieving a didactic goal through the detailed elaboration of a problem that must be completed by a real practical result, framed in one way or another»[167].

The main components of the project activity as a didactic method are:

−availability of socially significant task (problem) – research, information, practical (project work is a solution to this problem);

−planning action to resolve the issue

−mandatory search for information, which will then be processed, considered and presented to the project team members;

−the presence of a significant product as a result of work on the project;

−presentation of the product and its social significance at the last stage of the project.

It is important that the problems of the projects are usually beyond the scope of individual disciplines and relate to a specific issue that is relevant for practical life, which requires the involvement of more than one subject in several subjects. This ensures a natural integration of knowledge.

In the process of forming civic engagement, social projects aimed at solving pressing social problems are of particular importance. They are one of the ways students participate in public life by practically solving real social problems. The following design features can be distinguished:

−any design involves teamwork, and the most important task of the project activity is to establish interaction both within the group and with the social environment;

−an important part of any project is choosing a key issue that cannot be solved from the outside, be relevant to the participants and appropriate to their level of preparation;

−sociological research plays a significant role, as public opinion is recognized as a key factor in formulating the theme of the project;

−it is considered desirable to establish interaction with the public and authorities, as a last resort, the project should give some recommendations or advice to the competent authorities to solve certain problems.

Social designing can be implemented in extracurricular activities sporadically, but it can also become a systematic, concentrated, leading area of work of the entire educational institution. In this case, such designing is an effective embodiment of the project activity of students, it to some extent creates the legal space of the educational institution. Projects should be a complex in which there are several areas of project work, which covers most students. This type of social project, as a social action, is quite promising for the formation of students' civic activity. In the domestic education system, it is a relatively new form of educational work. The essence of the action as a method of forming civic activity lies in the fact that each pupil or group of pupils choose a «care object» and engage in it, periodically recounting their experience. The difference from a regular project is not only the free structure, but also the fact that the action often goes beyond the institution of higher education.

Game projects play a significant role in shaping students' civic activity. The essence of this type of project lies in the fact that the participants take on certain roles, determined by the nature and content of the project. By living a situation in the game, an individual can re-think the problems, ways of responding, attitudes to events, values, certain persons. This opens up new opportunities for building interpersonal relationships and self-realization for each participant. The effectiveness of the game as a method of forming civic activity is determined by many factors: the ability to show their creative abilities (eg, artistry); to test own forces and abilities in the conditions of competition; opportunity to act without fear of mistakes; acquisition of behavioral skills in different life situations. Attention should also be paid to the difficulties that may arise when using games to shape students' civic quality: the pursuit of victory can lead to aggression and serious interpersonal or intergroup conflicts; interest in the game is the defining moment of its effectiveness, so it must be constantly maintained, otherwise

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[167]Polat E. New pedagogical and information technologies in the education system / E. Polat. // Asdemia. – 2000. – P. 216.

the game will become a formal act; an important step in organizing a game using game techniques is to form groups; in such situations, the dominance of individuals in a group or individual groups in the game cannot be allowed; roles should be allocated according to the interests and capabilities of the participants; it is necessary to carefully monitor the right of the minority to express their position, to prevent pressure on individuals, to teach the ability to withstand any pressure, humiliation of the individual. An important feature of the game is its two-sidedness. First, the player performs real-life activities that require actions that involve performing specific, often non-standard, tasks. Secondly, some of the moments of such activity are of a conditional nature, which allows one to abstract from the real situation, and therefore the responsibility for it in many life situations. According to some researchers, such a two-fold provides a developmental effect of the game, which makes it an effective tool for the formation of civic personality.

It should be borne in mind that the project activity involves the integration and direct application of knowledge and skills aimed at gaining experience of civic activity and social interaction, which is important for the formation of active civic position of student youth. The project method promotes the learning of democratic citizenship by engaging students in active civic engagement, where they have the opportunity to gain experience in decision-making on community-specific issues. By exploring community issues, students learn to understand the complexity and interdependence of social issues and acquire the skills to tolerate other people's views and positions.

Thus, the project activity, first of all, allows to focus on the development of the student's personality, on his / her abilities for self-determination and self-improvement, on the process of forming his / her civic qualities and active civic position.

Noteworthy are the provisions on the promotion of civic activism, grounded by D. Akimov, who uses a socio-engineering approach to solve the problems of this problem in Ukraine. It is important that the scientist views civic activity as a social phenomenon whose systemic components are: a) a set of activity factors that are conditioned by the tasks of effective realization by the citizens of the legislatively guaranteed rights and freedoms, as well as the tasks of citizens fulfilling their duties to the state; b) the direction of people's activities related to the exercise of public functions by citizens in those spheres of society that cannot be effectively regulated by the state; c) the process of self-actualization by people of their creative potential by forming public institutions and participating in their work.

Summarizing the above, let us emphasize that civic activity of young people (including students) in modern Ukrainian society depends not only on external factors, but also on the environment in which the individual lives. It should be added that an active civic position of a young person is formed, above all, on a moral and ethical level, because only by realizing himself or herself as necessary to his or her state and others, does a person seek to take positive steps and change life for the better. In addition, educating a young person with an active civic position is a conscious interest in her in this activity. It should also be borne in mind that upbringing cannot be effective in the absence of one's personal desire for positive change. Therefore, active participation of young people in public life is the key to the success and progress of society. It is the civic education and upbringing of the individual that contributes to his / her self-awareness, critical thinking, freedom of choice, comprehensive development, commitment to universal values, respect for the views of others, constructive relations and peaceful conflict resolution, which is important both for the personal development of the citizen and the public.

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1.10 FUTURE TEACHERS' CIVIL COMPETENCE FORMATION IN THE EDUCATIONAL POLICY OF THE COUNTRIES OF THE EUROPEAN UNION

Modern education is a universal category that has a dual nature, on the one hand it is the object of different branches of knowledge, on the other hand, it is a leading factor in the development of society, covering all aspects of life and activity of the country: socio-economic, political, cultural, etc. In the period of intensive informatization of all spheres of human existence (scientific and technological and information revolution), entry into the daily life of various gadgets and other devices that can function with additional educational resources and mechanisms of information acquisition education functions as a complex socio-economic organism playing an important role human progress. Educational policy is a socio-cultural phenomenon that ensures the progressive development of the state as a whole and is therefore regarded as a strategic priority of the state and the problem of its formation of education policy at the national level needs special attention.

Richard Peeters, a professor of educational philosophy at the University of London's Institute of Pedagogy, who is one of the classics of analytical philosophy in his work Ethics and Education, interprets the concept of "education" as a deliberate transfer, a truly valuable knowledge, morally acceptable. An educated person, according to R. Peters, must have a comprehensive body of knowledge, or otherwise a conceptual scheme, and not isolated skills; be transformed by these ideas so that knowledge, such as history, influences how people perceive architecture or social institutions; to give preference to unformed standards and norms in the development of ways of understanding the world; have their own position, that is, the ability to apply scientific understanding in the broad context of worldview[168].

One of the determining factors affecting the quality of education of persons involved in the activities of the preschool (industry) are the current European and foreign national educational concepts of professional pedagogical training (educational policy), which actually form the holistic system of scientific approaches described in the previous paragraph regarding organization of the process of professional training of preschool teachers of preschool teachers in the countries of Western Europe.

It should be noted that by the term "educational policy" we mean officially defined, organized and purposeful activity of the state and its subordinate institutions, aimed at functioning and further development of the education system as a leading institution of a democratic society; it is the activity of the state government to solve the existing problems by implementing a set of appropriate procedures; set of formulated and legislatively set goals, tasks, functions, principles, which are guided by the public administration bodies in the process of their activity[169]. Over the past three decades, the idea of a European dimension in education has been shaped and disseminated in the context of the educational policies of the European Union (EU) and the Council of Europe (CoE). For the first time, the European dimension was stated as the direction of the relevant policy on the European continent in the Program of Action in the Education of the European Economic Community in 1976. During this period, the European dimension of education was considered as a means of forming an understanding of what it means to be European. In general, Ukrainian scholars identify two major periods of formation of the European dimension in education:

1) The first lasted from the end of the XX – to the beginning of the XXI century. and was reflected in the leading documents of the European institutions in the 1980s, namely Recommendations on the role of secondary schools in preparing young people for life (1983) and Recommendations of the Parliamentary Assembly on the European dimension of education (1988); in the 1990s, the Maastricht Agreement (1992), the Resolution of the 17th Session of the Permanent Conference of European Ministers of Education "The European dimension of education: the content of teaching and

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[168]Огнев'юк В. Філософія освіти та її місце в структурі наукових досліджень феномену освіти / В. Огнев'юк // Освітологія. – 2012. – Вип. 1. – С. 69 – 75. – Режим доступу: http://nbuv.gov.ua/UJRN/ocvit_2012_1_11.

[169]Шульга Н. Д. Характеристика базових понять феномена "державна освітня політика» / Н. Д. Шульга // Теорія та практика державного управління. – 2015. – Вип. 2. – С. 150-157. – Режим доступу: http://nbuv.gov.ua/UJRN/Tpdu_2015_2_25.

curricula" (1995), the conclusions of the 19th Session of the Permanent Conference of European Ministers Education 2000: Trends, Common Issues and Priorities for Pan-European Cooperation, Resolution "Core Values, Purpose: The Role of Cooperation in Education in the Council of Europe" (1997), Council of Europe Committee of Ministers Committee Recommendations "On Secondary Education" (1999);

2) The second – from the beginning of the XXI century. and is still reflected in the Council of Europe Council of Ministers documents "Forming the future goals of education and training systems" (2001), a joint document of the Council of Europe and the European Council "Education and Training 2010" (2004), European Commission conclusions on professional development of teachers and school leaders (2009) and others.

Since the second half of the twentieth century, the priority issues of educational policy in Western Europe are the quality of education, effective management of the educational process on the basis of personal, activity and competence approaches, there is an in-depth study of the features of different education systems, their structure, study of the professions and professional skills. European political and social figures and the professional training of preschool professionals are also left unaddressed[170].

The problem of modernization and reform of the system of vocational training in the field of pedagogical education is characterized by permanent relevance and debate as it is in constant dynamic development. The issue of teacher training has been constantly addressed by various European organizations and presented by various documents such as: UNESCO and ILO (International Labor Organization) Guidelines on Teachers' Status and Status (1996), International Teachers and Learning in the World, is changing "(1998), a study by the International Academy of Education (IAE) and International Bureau of Education (IBE)" Teacher Professional Training and Development "(2008), the programs of the European Center of Profession Education (2009), Council of Europe Report "Results of Strategic European Cooperation in Training and Vocational Training" (2009) and others.

In view of this, the issue of studying and using the positive experience of educational reforms and shaping the educational policy of the countries of Western Europe, where the process of reforms in the educational system is increasingly intensified, becomes especially relevant. The educational systems of the countries of Western Europe are rich in historical educational traditions, which determines their leading role in Europe over the last decades; the higher education systems of these countries have always been considered as a "world research area", with considerable experience of differentiation, individualization of learning, and a monitoring system based on information technology and information resources. Therefore, in order to formulate the priority directions of educational policy in Ukraine, it is advisable to analyze the educational reforms of the countries of Western Europe, where they have become practical and permanent.

Numerous studies of Ukrainian and foreign scientists show that public education policy is an integral part of national policy. In the context of studying the problems of modernization of national education in V. Kremen's research[171] education acts as the main source of transformation of the content of the world outlook in the globalized world. Special attention was paid to the strategy of educational policy in their works[172].

The development of professional training of specialists in different fields, formation and reformation of pedagogical education, its various aspects and peculiarities in the research of national comparative scientists is presented not only in the context of social and historical development, but also considering the educational policy in the field of pedagogical training. I.I. Babin's scientific research

[170]Мельник Н. І. Освітня політика в країнах Західної Європи у формуванні вимог до професійної підготовки дошкільних педагогів / Н. І. Мельник // Сучасні тенденції та фактори розвитку педагогічних та психологічних наук: Матер. міжн. наук.-практ. конф. (м. Київ, Україна, 6-7 лютого 2015 року). – К.: ГО «Київська наукова організація педагогіки та психології», 2015. – С. 73-76.

[171] Кремень В.Г. Освіта і наука України: шляхи модернізації (Факти, роздуми, перспективи) {Текст} / В.Г. Кремень. – К.: Грамота, 2003. – 216 с.

[172] Шамова Т.И. Управление образовательными системами / Т.И. Шамова, П.И. Третьяков, Н.П. Капустин / Под ред. Шамовой Т.Н. – М.: Владос, 2002. – 320 с.

(analysis of European educational policy in the context of the Bologna process implementation[173]), V.M. Zhukovsky (influence of the state educational strategy in different historical periods on the peculiarities of the development of moral and ethical education in the American school[174]), V.V. Grubinko, Ya. Ya. Bolubash (European educational policy is presented in chronological order of documents, declarations and conferences[175]), B. L. Wolfson (the impact of education policy on the content of liberal arts education in Western countries), O.V. Gluzman (tendencies of university education development are analyzed in the context of pan-European aspects of educational policy)), T.M. Desyatov traces the peculiarities of the formation of national qualifications frameworks in EU countries with the support of pan-European documents on the requirements for professional competence), T.S. Koshmanova (the role of foreign tendencies in educational policy on the requirements to the profession of teacher in the context of a particular country is determined), N.I. Melnyk (it is proved that the development of the preschool branch abroad actively took place due to the systematic regulation of this branch at the national level), O.I. Lokshyna (conceptual bases of teacher training are covered in relation to social and historical processes in European countries), L.P. Pukhovskaya (it is proved that the development of the Western European pedagogical education is entirely and completely based on the educational policy of the European and international levels, which is based on the Bologna process), A. A. Zbrueva highlights globalist international educational concepts and impact on the education sector as a whole), V.D. Shynkaruk (Europe's educational policy is chronologically presented in facts and documentscertify that the tendencies of development of pedagogical education, requirements for educators are constantly dependent on national and pan-European educational policy, which are designed to respond flexibly and promptly to the demands of a modern informative, globalized and individualized society. This highlights the feasibility of analyzing the vocational training of preschool teachers in Western European countries in the context of educational policy[176].

The greatest contribution to the development of the problem of educational policy in Europe among foreign theorists has made such world-renowned philosophers, sociologists, economists, scholars in higher education, as K. J. Arrow – studied the features of the influence of educational policy on the general economic, regional countries, states; Specialists of the Association for Teacher Education in Europe (APEEE) develop ways and mechanisms for practical implementation of educational policy in teacher training, as well as determining the prospects for further development of teacher education, M. Brenk; J. Delors introduced the concept of "learning as the richest" in the European education system, which was reflected in the concept of "lifelong learning"; P. Drucker developed the concept of a "knowledge society" in the context of the European educational space; A. Green studied commonalities and differences in education and training in Europe; B. Koring analyzes the practical implementation of educational policy at the individual, local and regional level; G. Linde examines the relation between the individual and the general in the professional training of educators in Europe, as well as the correlation and implementation of idealistic and pragmatic approaches in the process of professional activity; E. Morin determined the factors and conditions for the formation of "knowledge of the future", features of the spread of the concept of "conscious education", etc.; J. Ogilvy studied the features of planning education development in a global context and developing an educational scenario as a tool for improving life in the future; O. Radtke explored the peculiarities of transformations in the system of pedagogical vocational training; G. Rinland

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[173] Бабин І. Стратегія та сучасні тенденції розвитку університетської освіти України в контексті Європейського простору вищої освіти на період до 2020 р. / Іван Бабин, Вікторія Ликова {Електронний ресурс}. – Режим доступу: http://www.tempus.org.ua/uk/national – team – here/238 – strategija – ta – suchasni – tendenciji – rozvitku – universitetskoji – osviti – ukrajini – v – konteksti – jevropejskogo – prostoru – vishhoji – osviti – na – period – do – 2020 – r –.html

[174] Жуковський В. М. Морально-етичне виховання в американській школі (30-і роки XIX ст. – 90-і роки XX ст.): автореф. дис... д-ра пед. наук: 13.00.01 / Інститут педагогіки АПН України. – К., 2004.

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[176] Мельник Н. І. Дошкільна освіта сполучених штатів: історія і сучасність: моног. / Н. І. Мельник. – Умань : Видавець «Сочінський», 2012. – 330 с.

presented prospective planning for education and vocational training to ensure quality education in the future; M. Snoek studied the methodology of developing perspectives and developing educational strategies in Europe[177] and others.

The analysis of scientific works of researchers proves that, in turn, educational policy is directly dependent on socio-historical development, socio-economic, political and cultural-educational situation in society, and its content is determined in accordance with the tasks of the system of professional pedagogical training, dominant in the science of educational scientific concepts for a specific historical period of time.

Thus, according to A. A. Sbruyeva's research, the educational policy in the countries of Europe concerning the professional competence, training and qualification of teachers is determined by the following factors: a) social changes that necessitate the formation of teacher competences in the sphere of civic education of pupils, in the sphere of development of educational skills of pupils, necessary for continuing education in the society of knowledge, establishing links between competencies; b) the increasing diversity of student contingents and changes in the school environment, such changes require the teacher to take into account the new conditions of the learning process; in). the increasing level of professionalization of teacher activity, the requirement provides: research character of professional activity[178].

The analysis of the works of national and European studies distinguishes three main drivers of development of educational policy in the countries of Western Europe: political, economic and cultural. It is also fair to conclude that the Bologna Process has become a major milestone in the development of educational policy, which has influenced the conceptual foundations of the pre-service teacher training system in Western Europe. Aimed at forming a single open European space in the field of education, the Bologna Process also identified the introduction of credit technologies on the basis of the European system of transfer and accumulation of credits, stimulated mobility and creation of conditions for free movement of students, teachers, scholars within the European region, facilitated qualifications, which provided employment for graduates and students in the European labor market[179].

The leading institutions influencing the formulation of European policy in the field of pedagogical education of the European Union (European Union) as a whole and, in fact, the implementation of the provisions of the Bologna Process, are the Commission of the European Union and the European Parliament, which work closely with the Council of Europe, Bureau International d'Education United Nations Educational, Scientific and Cultural Organization – UNESCO, The United Nations Children's Fund – UNICEF, UNDP – United Nations Development Program, Organization for Economic Co-operation and Development – OECD, International Organization for Standardization – ISO, etc.

The provisions of the European educational policy in the field of vocational training of preschool teachers are realized through the prism of approaches to the professional education of teachers in general, as well as in the context of the leading directions of educational policy in the field of preschool education. ECEC, since the Council of Europe's 1992 Recommendations, has been a priority area for European policy programs. There has been a lot of progressive change over the period leading to this sector. The emphasis shifted from the need to invest in pre-school education in order to ensure the socio-economic requirements of society and "equal access" to education and to the actualization of the issue of protection of children's rights, involvement of "all children" in obtaining quality preschool education, education of social cohesion, as discussed in the 2010 Council Conclusions on Social Aspects of Education and Training, the 2010 European Commission Excerpts and Resolutions, the official Euro documents of the Union of Peoples from 2011, in Europe 2020 education development

[177]Мельник Н. І Європейські засади безперервної освіти у професійній підготовці педагогів. Формування професіоналізму фахівця в системі безперервної освіти: VIII Всеукр. Інтерн. конф., 19-20 квітня 2018 р.: тези доп. – Переяслав – Хмельницький, 2018. – С. 36-40.

[178] Сбруєва А.А. Тенденції реформування середньої освіти розвинених англомовних країн в контексті глобалізації (90-ті рр. ХХ – початок ХХІ ст.): Монографія. – Суми: ВАТ „Сумська обласна друкарня». Видавництво „Козацький вал», 2004. – 500 с.

[179] Базелюк Н. В. Науково-дослідницька робота у магістерській підготовці майбутніх вчителів в університетах Фінляндії: дис. …кан. п.наук : 13.00.04. / Базелюк Наталія Валеріївна. – Київ, 2012. – 199 с.

programs and so on. From an economic point of view, Europe's policy in the field of early childhood education and training has a clear purpose, subordinated to the common interest of ensuring the effective, sustainable and systematic development of economic indicators[180].

One of the conclusions of the Council of the European Union stated: "Europe is facing a moment of transformation in society. The crisis has destroyed years of economic and social progress and is negatively affecting Europe's economy, weakening it. At the same time as the processes taking place in society, the development of world tendencies (globalization, scarcity of resources, the aging of old systems) is rapidly shaping new long-term demands for education. Therefore, the EU should take responsibility for its future by investing in education from its very first link – pre-school[181].

The EU 2020 Strategy recognizes that yesterday's decisions of the European Union in the field of education do not meet the needs and do not solve the crisis that will arise at some stage of development and shaping of the European dimension of education. The base of knowledge and innovation, sustainability and social cohesion cannot be developed in isolation. Priorities in this aspect are interdependent. Therefore, the application of coherent (interconnected) approaches to education, vocational training and lifelong learning are of particular importance and are seen as ways of realizing the concept of "improving the lives of citizens", social integration and securing both personal self-realization and formal employment. In addition, ECEC services are seen as a means of addressing the demographic problems of an aging population, to create jobs by increasing women's participation in the labor market and as measures to promote gender equality by providing employment for the female population by creating conditions for women to combine work and family responsibilities.

According to the analysis, the leading line of educational policy in Europe in the professional development of pre-school teachers at the present stage is to ensure continued professional development and "lifelong learning". According to a study by the Directorate-General for Education and Culture, the project examines the professional competences of pre-school educators in Europe, historically the idea of "lifelong learning" was initially linked to the concept of "adult education" and later the concept spread to all educational levels. For the first time, attention to "adult education" was focused on the second UNESCO World Conference "Adult Education in a Changing World" in Montreal, August 1960. Adult education involves the acquisition of education for personal purposes – "literacy education" and education necessary for professional activity – "vocational training"[182].

It should also be noted that the form in which the form of adult education was at that time was a danger that adult education could become imbalanced as there was a growing mismatch between growing professional requirements and the level of technical skills. The rational approach in adult education was to consider two factors of such education: the influence of external demands of the community and the needs of the community at the local level (considering the cultural aspect); to ensure social justice and equal education for all, adult education must be continuous.

Over the next ten years, the discourses around "lifelong learning" ranged from understanding this process as "the right to learn and to have equal access and opportunities for lifelong learning, and to emphasizing that such education would provide human employment[51]. Since the 1990s, adult education and "lifelong learning" policies have become closely related topics and have already been addressed in the context of globalization of the economy and market relations.

The shift in emphasis from "adult education" to "lifelong learning" can be traced to the Maastricht Treaty of 1992, and underlined in the White Paper on Development, Competitiveness and Employment: Challenges and Next Steps in the 21st Century. The document emphasizes that in the context of

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[180]Competence Requirements in Early Childhood Education and Care Public open tender EAC 14/2009 issued by the European Commission, Directorate – General for Education and Culture: Research Document. – London and Ghent, September 2011. – 63 p. – p. 15.

[181]Council of the European Union (2010a). Council conclusions of 11 May 2010 on the social dimension of education and training. Retrieved 28/01/2011. from http://eur – lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:135:0002:0007:EN:PDF.

[182]Мельник, Н., Бідюк, Н., Каленски, А. Модели и организационе особине професионалне обуке васпитача у појединим земљамаевропске уније и у Украјини.Мельник, Н., Бідюк, Н., Каленски, А. и др. *Зборник Института за педагошка истраживања.* Година 51. Број 1. Јун 2019. 46-93. https://www.ipisr.org.rs/images/pdf/zbornik – 51/Natalija – Meljnik.pdf.

globalization, informatization, development of communication technologies, vocational training in all spheres of life cannot be limited by a set of know-how. Education should be seen as a lifelong learning process – "continuous learning", it should be vital for every member of society, so it is within the competence of the national education policy of each country and citizens to create all the necessary conditions for such learning.

In addition, in 1995, the European Commission presented a White Paper on Education and Training: Teaching and Learning for the Study of Economics, which identified a new set of European ambitions in education. The Commission initiated the "opening up of new avenues for skills assessment" as an indispensable component of quality lifelong learning. The Commission initiated the creation of a European Social Fund, which envisaged the development of pilot projects to accredit (check) the skills of various workers in Member States' institutions, factories and educational establishment[183].

L. P. Pukhovska's monograph, in which one of the aspects of the study was the origins of modern pan-European educational policy and the development of pedagogical education in the conditions of formation of the European educational space in relation to the mutual influence of social demands on teachers in the context of the European dimension, states that: "... Western European the search for new values related to understanding, cooperation, consent...". As a consequence of these values, the creation of a multinational, multicultural, multi-ethnic and poly-linguistic Europe was created, and the preparation of a new generation of European teachers became the demand for a new historical reality – the only European educational space. The conceptual foundations of such a space were laid at the level of the Ministers of Education of the leading European countries in 1988-89. adopting special resolutions on the development of a common educational space in Europe, which formed the two dominant concepts of European education – the concept of the EU and the Council of Europe, which are fundamental to the educational policy of all Europe and each individual European country in particular[184]. According to the first concept, which seeks to find commonality, unity and commonality in the development of national education systems, the European Union's educational policy identifies five basic principles of educational development: multicultural Europe, mobile Europe), a Europe of vocational training for all, a Europe of skills, and a Europe that is open to the world. All the stated provisions of the concept are chronologically represented by the declarative and reporting documents of the Bologna Process.

According to the Council of Europe concept, education policy is aimed at shaping the European consciousness through the prism of upbringing seven aspects of value education: readiness for understanding, respect for European legal responsibilities in the context of human rights, openness to different cultures, the will to coexist peacefully, care for the environment equilibrium in Europe and the world, a readiness to defend freedom, democracy and human rights, a will to peace. In addition, the researcher considers educational policy not only within the European educational space, but also in the context of the globalization of the educational sphere and teacher training, which reflects the impact of the world educational policy on the higher education sphere as a whole.

Scientific interest is the basic provisions of the educational concept of both the Council of Europe and the EU, which are practically implemented through the educational policy (provisions of the Bologna process documents) and the functioning and active activity of the leading institutions of pedagogical education (European Association of Teachers of Education, European Commission, Principal Director, European Commission, Organization for Economic Development and Cooperation, etc.).

In the context of research into the problem of vocational training of pre-school teachers of pre-school teachers in the countries of Western Europe, the goals, which envisaged the integration of vocational training systems of teachers in the European educational space, namely:

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[183]Спільна декларація міністрів освіти Європи «Європейський простір у сфері вищої освіти» Європейський Союз; Декларація, Міжнародний документ від 19.06.1999 – {Електронний ресурс} – режим доступу: http://zakon0.rada.gov.ua/laws/show/994_525.

[184] Пуховська Л.П. Сучасні зарубіжні підходи, ідеї і концепції неперервної освіти // Неперервна професійна освіта. Теорія і практика: Зб.наук.пр.– Ч.2. – Київ, 2001. – С. 265-267.

1. Improving the international transparency of training programs (courses) and recognition of qualifications through the gradual harmonization of training (training) cycles and the approximation of the EHEA qualifications framework;

2. Promoting mobility of students, teachers and researchers;

3. Development of a common system of degrees – the first cycle (bachelor's degree) with a term of study of at least three years and the second cycle (master's degree) with a term of study of at least two years[185].

Defined goals formed the concept of openness in pedagogical education systems; mobility based on a cultural approach to education; the concept of "standardized teacher training", ie the development of standards for teacher education that would meet the pan-European requirements. The main results of the work of the European Commission in February 2001 were to identify three strategic goals for the implementation of the objectives of the Lisbon Convention – the creation of a European educational space and the development of its implementation tools, which are presented in the summary table. Lifelong Learning Education", in order to ensure employment for all citizens, was set out in the Lisbon Strategy (Council of the European Union, 2000, Europe European Commission, 2000, 2010). At the present stage, considering the European dimension as a prerequisite for the implementation of the Lisbon Strategy in the last decade, developers have been working hard to substantiate the concept of a European dimension in the 21st century. According to the participants of the conference "20 Years of Support for European Integration Studies" (Brussels, September 2009), the concept of the European dimension includes three components related to: a) information; b) awareness and identity; c) the ability to bond with each other.

The Berlin Conference of Ministers of Europe, held in September 2003, identified the EHEA development priorities for 2005-2007:

- quality assurance at institutional, national and European levels;

- start of introduction of two-cycle system; recognition of degrees and periods of study, including the receipt by students of higher education institutions of "Diploma Supplement" European sample automatically and free of charge for all graduates since 2005;

- developing an EHEA qualifications framework;

- introduction of a doctoral degree in the EHEA as a third cycle;

- promoting close links between the EHEA and the European Scientific Area (EEA).

Important documents on the implementation of European education policy objectives and the functioning of the EQF in the field of teacher education include the improvement of the Common European Principles for Teacher Competence sand Qualification[27]), which has been developed by a working group of Member States' experts to identify and specify the three main areas of competence of the teacher: (1) collaboration with others; (2) working with knowledge, technology and information; (3) work in society and with society.

The first area of teaching competences (collaboration with others) involves the introduction of inclusion as a component of social values in order to develop the potential of each student. Teachers need to have psychological and pedagogical knowledge, in particular – to know the psychological features of human age development, etc., as well as to have interpersonal and cooperative skills and to actively apply them in work with students and colleagues[19] other partners in the field of education[186].

The second area of competence (working with knowledge, technology and information) means the teacher's ability to reproduce, manage and critically analyze different types of information with the pedagogical purpose of digital, pedagogical and teaching skills. In particular, having a teacher with pedagogical skills involves creating and managing learning environments, preserving intellectual freedom, actively introducing ICT tools into the teaching process, etc. Work and collaborate with the community at local, regional, national, European and wider global levels.

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[185]Competence Requirements in Early Childhood Education and Care Public open tender EAC 14/2009 issued by the European Commission, Directorate – General for Education and Culture: Research Document. – London and Ghent, September 2011. – 63 p. – p. 15.

[186]European Commission (2005b). Common European Principles for Teacher Competences and Qualifications. Retrieved 28/01/2011. from http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf.

The third area of competence (work in the community and in the community) is related to the civic functions of teachers. As responsible professionals, they need to work with the community, promoting European mobility and cooperation, and encouraging others to develop intercultural respect and dialogue. Teachers need to be aware of the fundamental European values, namely respect for the diversity of society and to be able to work closely with colleagues, parents and the wider European community.

The European Ministers' Conference in London, May 17-18, 2007 marked the milestone in the creation of the first Bologna legal authority – the European Quality Assurance Register (EQAR) in accordance with the standards and recommendations of the European Quality Assurance Association (ENQA). Achievements in the social and global dimension of the Bologna Process are reviewed in London. Therefore, shortly after the conference of November 2007, prepared by the Council of Education, which was prepared for the Council of Europe, priority areas for the activities of the Council of the European Union identified the improvement of the quality of teacher training and pedagogical education. Once again, the Recommendations emphasized the need to improve pedagogical competences and the need to promote the formation of professional values and attitudes through the requirements of the teacher defined by the Council of the European Union[187], namely:

• subject knowledge (meaning knowledge of specialist subjects in their specialty);

• pedagogical skills that include the ability to study in heterogeneous (heterogeneous, contingent) classes; the use of ICT (Information and Communication Technologies – ICT); teaching transversal competencies (so-called "general skills", which are also called substantially independent or transversal (branched, versatile, cross-cutting[188]) because they are not formed by specific subjects. These include: communication, problem solving, leadership, ability, ability); creating safe, attractive schools (it is about creating a safe and supportive educational environment);

• general culture / perception (attitude) to reflective practice, research (search), innovation, collaborative (cooperation-based), autonomous (individual) learning[189].

Conclusions. Thus, the analysis of the conducted research shows that the development of teacher education in the European countries is not spontaneous, but in close connection with the pan-European educational policy, which correlates the educational policy of the EU Member States. EU and Council of Europe educational policies in the field of teacher education are designed to shape the openness of future teachers to social transformation, the pursuit of professional excellence, to promote civic competence and intercultural communication. At the same time, the analytical review of EU and Council of Europe normative and directive documents makes it possible to identify the main directions in which the educational policy regarding teacher training is carried out:

1. Value-oriented, as presented by the EU conceptual provisions on multicultural Europe, in all the provisions of the Council of Europe concept. Value orientations of the concept of education in Europe and priorities of vocational training of preschool teachers (orientation of vocational training of teachers) – readiness for understanding, respect for European legal obligations in the context of respect for human rights, openness to different cultures, will for peaceful coexistence, concern for ecological preservation, are laid down equilibrium in Europe and the world, a readiness to defend freedom, democracy and human rights, a will to peace.

2. Institutional, defined in the "Europe of vocational training for all" provision and the provision on the formation of pan-European consciousness and provides for the functioning of the system of vocational training of teachers in the countries of Europe and the provision of vocational education in various educational institutions – formal, non-formal and informal, with a view to ensuring equal

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[187] Melnyk N. Comparative review of organizational and pedagogical providing of professional preparation for preschool pedagogues in the Western European countries. Sozioökonomische und rechtliche Faktoren der sozialen Entwicklung unter den Bedingungen der Globalisierung: kollektive Monographie. – Bad. 2. – Shioda GmbH, Steyr, Austria, 2018. – P. 438-452.

[188] Francesca C. Literary review Teacher's core competences: requirements and development / Francesca Caena. – European Commission Directorate – General for Education and Culture. – Lifelong learning: policies and programme School education; Comenius. – April 2001. – 28 p.

[189] Green A. Convergences and divergences in European education and training systems / A. Green. – Luxembourg, Office for official publication of the European union. – 1999.

access to high quality education for all who wish to engage in professional activities in the preschool sector.

3. System-structural, implemented in the provision on "mobile Europe" and provides for the adaptation and unification of certain aspects of the functioning of the system of teacher training in different countries of Europe (especially profession, qualifications, diplomas, term of study) with the preservation of regional and national traditions.

4. Technological-conceptual, defined in the regulation on "Europe of Skills" and aimed at the approval, implementation, development and development of new conceptual approaches to the professional training of preschool teachers – such as the introduction of multicultural approach, its gradual change into a personality-oriented, competence-oriented, focused and practice-oriented, research-based education, and more.

5. Strategically, the basics are formulated directly in the "Europe that is open to the world" provision and envisages the unification of pedagogical education standards, their development, identification of factors, the search for mechanisms and principles for adapting pedagogical education standards to the European Qualifications Framework, with a view to strengthening links establishing cooperation in higher education with other European countries.

It is important to emphasize that the educational policy of European countries in the field of pedagogical education on the formation of civic competence is implemented in all of these areas through the concepts, presented in the European educational dimension diverse models of vocational training, organizational and methodological support and the formation of strategicdifferent directions within more than one country and so on. The study of the mechanism of implementation of the European educational policy is a question that is being discussed among European scholars, which requires separate comparative characteristics and is determined by the breadth and multidimensionality which is the prospect of further scientific research and research.

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1.11 PREPARATION FOR INTERCULTURAL COMMUNICATION AS A MEANS OF YOUTH REALIZATION IN CIVIL SOCIETY

World processes of globalization and internationalization, which have been covering all spheres of modern society, require rethinking long-term objectives of education in the context of civil society development. Future highly qualified specialists' communicative culture in the process of interaction with foreign colleagues and partners in the framework of international cooperation is particularly important in developing a peaceful world. Modern skilled person must be ready to cooperate and communicate with representatives of other countries to exchange of professionally relevant information and experience, to be an active participant of intercultural communication and contemporary society. Obviously, the essential tool to establish and maintain such contacts and develop civil society is a foreign language.

The integration tendencies caused by the effect of modern society globalization process cover all aspects of human society activities and cardinally transform stated ideals, perceptions and views into realities of coexistence. The fundamental research issues related to intercultural interaction are becoming more urgent global development priority; thus, there is a necessity of training a multicultural personality ready for intercultural cooperation and intercultural communication. Therefore, the productive intercultural dialogue is fundamentally defined as a new education system task, also mentioned in UNESCO strategy (2014-2021). It has been noted that convergence has never been so relevant as today. It is becoming increasingly necessary for social integration, mutual understanding and lasting peace.

Thus, one of the main goals of studying at a higher education establishment should be the targeted specialists' training to intercultural communication through acquirement of the knowledge of national mentality and world picture; formation of the ability to construct both linguistic and non-linguistic behaviour taking into account the norms of societies whose representatives communicate in one or another language; the ability to detect and compare cultural differences in behaviour, norms and values; to understand the views, intentions, thoughts, the position of representatives of other culture; to overcome conflicts during communication; to ensure the subject-to-subject interaction during the process of communication[190].

Formation of the above-mentioned skills and abilities will not only prepare the specialist to intercultural communication, but they will also promote the formation of their civic and intercultural activities, mutual understanding, empathy, mobility of behaviour, stability of their personalities, reflection, responsibility and tolerance.It should be noted that the value of civil society can be defined as «the need for every mature person to participate in the creation of values that regulate their shared life with others, which are necessary for the common social well-being and for the full development of people as individuals»[191].

Nevertheless, learning a foreign language is a rather complicated process that requires the concentration of considerable time, effort, a lot of resources and training tools. This is primarily due to the fact that language knowledge is not transmitted directly from teacher / lecturer to student, as previously thought, but is obtained through the process of personality-relevant activities[192]. Certainly, only knowledge, without certain skills and competence of their usage, does not solve the problem of future specialists' training for the real situations of intercultural communication.

Now, the problem of intercultural communication is represented by many Ukrainian researchers (F. Batsevych, L. Haisyna, R. Hryshkova, A. Kozak, O. Krychkivska, V. Terekhova, N. Yaksa), as well as foreign scientists (M. Byram, J. Bennett, W. Gudykunst, E. Hall, G. Hofstede, M. Orbe, I. Piller, S. Ting-Toomey, O. Sadokhin). The results of modern scientific researches aimed at resolving

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main issues of intercultural communication indicated that the concept of «intercultural communication» is quite difficult and comprehensive.

The analysis of philosophical, culturological, psychological and pedagogical literature made it possible to conclude that intercultural communication is the main tool of human social integration into a multicultural space, the universal tool for adequate communication and equal productive interaction among representatives of various linguistic and cultural communities, taking into account their identity and originality, the method of establishing contacts, achieving mutual understanding, peace and progress[193]. We consider that the main communicative and behavioural abilities for effective intercultural communication and also for development of civil society include tolerance, empathy, mobility of behaviour, stability of personality, reflection, intercultural activity and responsibility. We propose to review in detail each selected communicative and behavioural abilities.

Thus, the interpretation of the concept of «tolerance» is associated with tolerant, intelligent attitude towards anyone or anything[194]. P. Valitova argues that, tolerance involves the interest in others, the desire to feel his/her own feeling[195]. O. Heffe notes that, the notion «tolerance» relates to providing mutual respect for different cultures and traditions[196].

According to F. Batsevych, intercultural tolerance is a «tolerance, respect, understanding of differences in the communicative behaviour of intercultural communication participants»[197]. Therefore, we regard that, tolerance is a mutual respect. Thus, the ability to tolerate perception of other way of thinking, lifestyle, customs, traditions, beliefs, opinions, ideas and positions. Such communicative and behavioural ability is an integral part, a major one in the process of intercultural communication and civil society development.

The next ability of intercultural communication is empathy which involves understanding the emotional state of other person, the ability to understand other people's psychological state[198]. A. Sadokhin underlines that empathy is the ability to understand and share the feelings of other people[199]. The communicative empathy is characterized as «a complex concept which has provided the ability to understand other peoples' feelings, emotions, used for getting effective/productive communication and the formation of a favourable atmosphere of communication»[200].

Sharing the views of scientists, we understand that empathy is an ability to feel the partner of communication, to empathize in the process of communicative interaction. In our view, that is an integral component of communication, including intercultural communication. The next highlighted communicative and behavioural ability is mobility of behaviour. So, according to the new dictionary of Ukrainian language «mobile» means «capable of rapid movement, changeable»[201]. R. Nemov has mentioned that, the concept of «mobility» includes such characteristics as the ability to rapid reaction and rapid change[202]. Thus, we understand «the mobility of behaviour» as such ability, which comprises the lack of tension and anxiety in behaviour, sociability, the ability to quickly find a way out of a difficult situation, the ability to easily overcome the conflicts, barriers and the ability to come to a common consensus.

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Emotional stability is manifested in the fact that a person normally responds to emotional situation, controls his/her emotional state and reactions. Thus, the stability of personality can be viewed as a complex quality of personality, a synthesis of qualities and abilities providing self-development, formation of his/her own personality, which also includes tact, patience and emotional stability.

We want to underline that, the concept of «reflection» has several meanings. The first one relates to the orientation of human consciousness to the knowledge of him/herself. The second one which is also used as a synonym for introspection involves the analysis of his/her own life experiences, feelings and actions[203]. In the aspect of intercultural communication, a person's ability to realize his/herself in different positions is very important.

We also highlight such an ability as an intercultural activity and liability, which is recognized by researchers as «an activity, vigor»[204], and responsibility as «person's ability and willingness to take responsibility for his/her own life, actions»[205]. Hence, the ability of intercultural activity and responsibility can be considered as the ability that promotes the initiative in communication with foreign partners and gives possibility to adapt quickly to the new conditions of communication interaction.

All of the above qualities are necessary both in the process of intercultural communication and in the realization of youth within civil society, since they imply openness and a positive attitude towards different points of view and cultures, help to understand of psychological, social and other intercultural differences, promote tolerance, willingness and desire to establish communication with a foreigner in the course of interaction.

In the context of our research, we will represent measures that can be implemented for the development of future specialists' qualities and skills during extra-curricular work in higher education establishments within the framework of the «Cross Cultural Club», which are necessary for their effective and successful intercultural communication and their realisation in civil society.

The purpose of the club functioning is to create the necessary conditions for the successful integration of future specialists into a modern multicultural, multinational environment, creating situations of interest and positive mood for intercultural communication with foreign colleagues while working in multicultural teams, upbringing of tolerance, peacefulness, social activity and intercultural responsibility, openness, rejection of aggression, domination and violence.

The main tasks of the «Cross Cultural Club» include:1) expanding the cultural and ethnographic outlook of future specialists due to the saturation of various events of the club with country-specific, linguistic and socio-cultural information, which reflects the specifics and strategies of future specialists' behaviour in the context of interaction with foreign colleagues whose cultures, customs, traditions, values orientations, religious beliefs, norms of behaviour, etiquette are, as a rule, extremely different;2) increasing the level of future specialists' adaptation to communicative interaction with colleagues whose culture and ways of communication are significantly different; 3) formation and development of team work skills, intensive cooperation in the team, friendly relations among fellow students, organization of subject-to-subject interaction and positive orientations in students' interpersonal communication; 4) the formation of stable motivation to the perception of the cultural diversity of the modern world, the similarities and differences of cultures; 5) the formation of tolerance, multiculturalism, empathy, mobility of behaviour, absence of ethnocentrism, creativity, individual persistence, reflection, social activity and intercultural responsibility, openness, readiness for productive dialogue; abilities to perceive and understand other cultural positions and values, rejection of aggression, domination and violence; the establishment of respect for customs, traditions and culture of the peoples of the world; 6) creating conditions for self-realization of future specialists in accordance with their abilities, their own and public needs, interests, preferences, inclinations[206].

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[203]Словарь иностранных слов (Dictionary of foreign words) / под ред. И. В. Лёхина, Ф. Н. Петрова. 3-е изд., перераб. и доп. Москва: Государственное издательство иностранныхи национальных словарей., 1949. 805 c.

[204]Ibid.

[205]Немов Р. С. Психологический словарь (Psychological dictionary). Москва: Владос, 2007. 560 c.

[206]Soter M. V. Mobilization of Extra-Curricular Work's Resources with the Aim of Forming Future Engineers' Necessary Competences to Intercultural Communication. Theory and practice of introduction of competence approach to higher education in Ukraine: monograph / edit. S. T. Zolotukhina, I. M. Trubavina. – Vienna: Premier Publishing, 2019. 348-357.

The activities of the «Cross Cultural Club» are based on such principles as: *humanization* (it focuses on students' comprehensive development for their successful professional fulfilment in a modern multicultural, multinational environment);*practical orientation* (it deals with the realization of connection of extra-curricular work with future professional activity due to the willingness to increase the level of adaptation of future specialists to communicative interaction with foreign colleagues, whose culture and methods of communication differ, create additional conditions for expansion students' cultural and ethnographic outlook, conscious usage of their acquired knowledge, skills and abilities); *systematic* (it depends on the orientation to the close connection of extra-curricular work with classroom work and self-education for the integrity and consistency of all stages of future specialists' preparation to intercultural communication); *consciousness and activity* (it focuses on the formation of students' desire for constant self-improvement for their professional and personal development for the purpose of effective functioning in the modern multicultural space); *intercultural orientation of education* (it depends on the formation of pluralistic vision of the world cultural space, the awareness and acceptance of the diversity of human culture manifestations); *integration* (it deals with the realization of unity and interdependence of subjects and issues presented in the framework of the club activities and aimed at expanding students' cultural and ethnographic outlook, their preparedness for adaptation of future specialists to interaction with foreign colleagues, representatives of different from their own linguistic and cultural communities); *creativity* (it focuses on creation of conditions for students' creative and productive self-realization in accordance with their abilities, their own and public needs, interests, preferences, inclinations with the aim of applying the obtained practical experience in further professional activity, in particular, in situations of intercultural communication); *axiological* (it depends on the orientation on the mastery of the achievements of world culture in an organic combination with customs, traditions, national history and culture); *openness, tolerance and empathy* (it deals with organization of subject-to-subject interaction and positive orientations in the course of interpersonal communication, as well as setting on mutually-friendly communication with tolerant, friendly, balanced, cultural internal setting, showing empathy both to the representatives of native culture and foreign).

We can provide some examples of activities that can be implemented within «Cross Cultural Club»: «English language courses», club meetings («We are for world peace», «The problem of specialist's intercultural adaptation in a multicultural environment»), meetings («Intercultural dialogue»), round tables («Unity of power»),quizzes (to the International Day of Tolerance «We are different, but we are equal», «What do we know about customs, traditions and culture of other countries?»),mini-festivals («National cuisines from different countries of the world», «Customs and traditions of Christmas celebration in the world»),competition of thematic posters (to the International Day of Tolerance «Tolerance as a way to professional self-realization in the modern multicultural space»), debate («Features of etiquette communication in different cultures: necessity or desire?»), trainings («Stereotypes and biases in intercultural communication»), discussions («Justice in a multicultural, multinational environment: a myth or reality?»), collective review of short video clips («Non-verbal communication in different cultures»), web-quests («Cultural portrait of the country»), competitions («Let's Sing European Songs») and others. It is important to highlight some activities and characterize the competencies that are formed within these measures for preparing future specialists to effective intercultural communication.

Therefore, there are «English language courses» within the club's activities, students can join these courses voluntarily. «English language courses» can help students to expand and deepen their knowledge of English, to develop their skills of using this language in professional and personal activities; to develop the ability to overcome communicative barriers, to develop cognitive abilities; to raise a stable positive motivation to study a foreign language, to get ready for productive dialogue and recognition of cultural diversity. Involvement of foreign volunteers can help students to overcome all kinds of barriers that arise during intercultural communication, to expand students' cultural outlook, communicative culture, to expand local educational space. Harmonious interaction with a foreign partner can provide students' practical application of the acquired knowledge, skills and abilities, the expansion of knowledge about the cultural diversity of the modern world, the formation of

the qualities necessary for intercultural communication. Thus, the above mentioned activities within the framework of «English Language Courses» can provide the development of such competences as: instrumental (knowledge of a foreign language, information management skills (ability to find and analyse information from different sources)); interpersonal (ability for self-criticism; ability to work in international environment); systemic (ability to apply knowledge in practice, ability to adapt to new situations, understanding of culture and customs of other countries) and can help to form such communicative and behavioural abilities for effective intercultural communication as tolerance, empathy, mobility of behaviour, stability of personality, reflection, intercultural activity and responsibility.

The meeting «We are for world peace» in the framework of the «Cross Cultural Club» can be presented on the occasion of International Day of Peace (September 21st) and aimed at: familiarizing with the problem of preserving peace on Earth, in particular, during the intercultural interaction among different peoples and their cultures; the disclosure of the significance of the preservation and strengthening of peace and the prevention of all kinds of conflicts; developing skills for forecasting, preventing and overcoming conflict situations; the establishment of students' respect for the customs, traditions and culture of different peoples in order to preserve peace in the world. The debate «Justice in a multicultural, multinational environment: a myth or reality?» can be aimed at: reporting on the role of social justice as one of the fundamental principles of peaceful and successful coexistence and interaction of people in a multicultural, multinational environment; development of communication skills in a team, in particular, multinational on the principles of equality and justice; the cultivation of peace, the pursuit of social justice, respect for tolerant interaction, social activity and intercultural responsibility. Consequently, the above-mentioned activities of «Cross Cultural Club» can facilitate further future specialists' productive intercultural communication and form such their competences as: instrumental (information management skills (ability to find and analyse information from different sources); problems solution, decision-making)); interpersonal (ability for self-criticism; ability to work in the international environment; interpersonal skills and abilities; interaction (teamwork)); systemic (ability to apply knowledge in practice, ability to adapt to new situations, understanding of culture and customs of other countries, desire to succeed). It is necessary to note that due to involvement in extra-curricular activities, students have the opportunity to obtain an additional reserve in order to broaden their outlook, to unite for achieving learning goals and objectives, to establish subject-to-subject interaction, to maintain the atmosphere of friendship and coherence, to increase their motivation and interest in studying and masteringeducation material that were previously presented within the classroom activities.

According to the analysis of Ukrainian and foreign scientists' researches (Avramenko, 2015; Batsevych, 2007; Sadokhin, 2014; Semeniuk, 2010), we can single out such key skills for effective intercultural communication as: cognitive skills (the ability to use intercultural knowledge to different situations); practical skills (the ability to carry out the basic functions of speech; the ability to successfully engage in dialogue with other cultures; ability to translate from one language to another; ability to be a mediator of cultures); orientation-evaluative skills (ability to explain behaviours in other cultures; finding the causes of intercultural misunderstandings; ability to make a contact with a foreign partner); prognostic-regulatory skills (ability to analyse cultural differences; ability to be tolerant with other person).

Therefore, an important component of effective intercultural communication is the nature of the interaction between the communicators. We can underline that, the interaction between the communicators in the process of intercultural communication as well as in the course of engagement in civil society must be based on cooperation, subject-to-subject interaction between participants of intercultural communication and keeping the principle of dialogue between them.

It can be concluded that future specialists' preparation to intercultural communication is the basis of their preparation to realisation in civil society. Therefore, future specialists' purposeful training to intercultural communication should be implemented in higher education establishments, particularly in the context of extracurricular work, as these measures promote the formation of their civic and

intercultural activities, mutual understanding, empathy, mobility of behaviour, stability of their personalities, reflection, responsibility and tolerance.

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7. Психологический словарь (Psychological dictionary) / под общей науч. ред. П. С. Гуревича. Москва: ОЛМА Медиа Групп, ОЛМА ПРЕСС Образование, 2007. 800 с.

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9. Словарь иностранных слов (Dictionary of foreign words) / под ред. И. В. Лёхина, Ф. Н. Петрова. 3-е изд., перераб. и доп. Москва: Государственное издательство иностранных и национальных словарей., 1949. 805 с.

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12. Soter M. V. Mobilization of Extra-Curricular Work's Resources with The Aim of Forming Future Engineers' Necessary Competences to Intercultural Communication. Theory and practice of introduction of competence approach to higher education in Ukraine: monograph / edit. S. T. Zolotukhina, I. M. Trubavina. Vienna: Premier Publishing, 2019. 348-357.

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Part 2. SPECIAL CHARACTERISTICS OF THE SOCIO-POLITICAL PARTICIPATION OF YOUNG PEOPLE IN THE DEVELOPMENT OF CIVIL SOCIETY

2.1 YOUTH POTENTIAL FOR LOCAL DEMOCRACY DEVELOPMENT IN UKRAINE

Since 2014, when pro-European forces in Ukraine announced European and Euro-Atlantic integration as the country's strategic foreign policy, several reforms have begun to take place in Ukraine. There were particularly important ones: decentralization of power and administrative-territorial reform, which are closely related. The main purpose of the reforms is to create capable territorial communities that could ensure the development of their region at a high level. The granting of wide administrative, financial, political powers to local self-government bodies should guarantee the next: provide rapid response to the challenges of local character; facilitate creation of conditions for development of territories and receipt of new investments, organization of workplaces for young people. Creating effective local communities means involving the general public in discussions and local decision-making. This issue is relevant for young people as well.

K. Ploskyi outlines several factors of importance for youth participation in local democracy development:

- young people can bring innovative, non-standard approaches to solving problems of local communities, to promote the introduction of the latest information and management technologies in local self-government;

- young people are rather large group of citizens. Therefore, it is important to consider their needs, to see the problems of local development, which can be largely achieved through various forms of youth' active participation;

- the future of local democracy and sustainable development of communities depends to a large extent on the fact how well young professionals will be able to take on managerial experience and, according to European standards, manage local development processes[207].

Considering the real current state of territorial communities in Ukraine in the context of opportunities for youth involvement in administrative processes, it is extremely important to find out how to interest and motivate young people to participate in the development of a rural local territorial community. The issue of active participation of young people in political decision-making is of national importance. The economic, political, social, cultural, sports development of villages and rural settlements depends on youth potential. Therefore, in this study it is appropriate to operationalize the basic concepts – "youth", "youth potential", "youth participation", "local democracy". Thus, according to the Law of Ukraine "On Promoting the Social Development of Youth in Ukraine", youths are the citizens of Ukraine between the ages of 14 and 35[208]. According to Yu. Hrytsai, youth "is, firstly, a specific subject of legal relations, a special category of the population, characterized by physiological and psychological characteristics, requiring a separate approach to labor regulation, and secondly, an object of state youth policy"[209]. That is, youth is at the same time both the subject of political life of the territorial community and the object of the program of development of youth policy in the state.

As the concept of "youth" covers in Ukraine the age group from 14 to 35 years, it is accepted to distinguish two subgroups of youth:

– 14-18 years old – persons with incomplete civil capacity who are mostly a homogeneous group of young pupils or students and are mainly at the stage of secondary education, receiving in most cases the financial support from their parents. Parents (guardians), medical, social and educational institutions are legally responsible for ensuring a healthy lifestyle.

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[207] Плоский К.В. Участь молоді в розвитку місцевої демократії в Україні: проблеми та перспективи / К.В.Плоский // Український соціум. – 2005. – № 1 (6). – С. 101-102.

[208] Про сприяння соціальному становленню та розвитку молоді в Україні // Закон України: Відомості Верховної Ради України (ВВР). – 1993. – № 16. – ст.167

[209] Грицай Ю. В. Складові, що визначають сутність поняття «молодь»: сучасні підходи / Ю.В.Грицай // Науковий вісник Міжнародного гуманітарного університету. Серія: Юриспруденція. – 2015. – № 15. – Том 1. – С. 133.

– 18-35 years old – persons with full legal capacity – this group has a heterogeneous structure: student's youth; young people who are studying and working; workers, entrepreneurs, young parents. These groups include individuals with different levels of education and marital status and, consequently, significant differences in lifestyle.[210]

In the context of the impact of youth potential on the development of local democracy in Ukraine, this study will mainly focus on the second subgroup of youth. The matter is that this group already has an active and passive suffrage and can actively participate in administrative decision-making. However, we refer to the youth potential of the region both the first and second subgroups, because the youth potential is the ability of multi-age youth groups to take an active part in political, economic, cultural, scientific and sports development of the community. O. Kulinich points out that youth potential is a systemic property of a large social group of the population, which arises on the basis of individual-personal, collective-corporate and human qualities. It underlies both actual and hidden, but unrealized, opportunities and abilities of young people to fulfill their status role within certain limits of internal and external conditions[211]. Therefore, youth potential of young people can be defined as the possibility of realization of the whole set of socio-professional qualities and functions of different subgroups of youth within its territorial community.

Youth is the main source of change in the state. So, one of the main vectors of the youth policy of a modern state should be a strategy of creating basic conditions for realizing the political, economic potential of youth as a basis for administrative management, the ability to effective decision-making. In fact, "potential" means a hidden, untapped resource, a hypothetical ability of a person in interaction with the society to fulfill maximum of his/her functions, which implies initiative, promotion of new ideas, technologies, activity, responsibility. An important aspect of the stable development of the state is the creation of favorable conditions for the realization of social youth potential, which will allow young people to be highly active in socio-political sphere. When there is no opportunity for development and realization of youth in the absence of state support, such a state may generally lose youth who can produce creative ideas, make new discoveries and inventions. In other case it can get a situation when unrealized youth potential in the absence of a field for realization can become destructive. Very often, youth activities are of a maximalist nature, characterized by fearlessness and dynamism, and instability at the same time. In such circumstances, young people may become the object of manipulative technologies of different groups whose activities are destructive. So, the strategy of youth potential development has a security factor as well. Therefore, youth potential should become the driving force for the development of civil society in Ukraine, in particular on the issue of the development of local democracy.

The issue of local democracy becomes particularly relevant at the end of the twentieth century, when an attempt is made to shift national democratic aspirations to the local level. It is noteworthy that there is no single "correct" model of local democracy, also there is no a single accepted form of local government. Local democracy is a unique institution for each state and depends entirely on the peculiarities of its historical development, the organization of the political system and the peculiarities of the functioning of the political regime. S. Bula and V. Hnatiuk point out that the local level of democracy is "a miniature-trivial copy of world democracy at the local level in its specificity. In the local environment, it is unfolding an existential-functional institutional (and non-institutional as well, but it is the subject of study) form of social life through specific group and differentiated, positive and specifically intentional ways of being of local subjects"[212].

Updating the issue of local democracy in recent decades is closely linked to the new conditions of development of the state regions, when territorial communities have been able to make administrative and financial decisions independently, regardless of the influence of other power

[210] Шиян О. Молодь як цільова група державної освітньої політики з питань забезпечення здорового способу життя / О. Шиян // Вісник національної академії державного управління. – 2009. – № 1. – С. 226.

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[212] Була С. Локальна демократія як фундаментальна категорія в актуалізації проявів інституціонально-правових модусів місцевого самоврядування: кореляція, формалізація та схематизація основних понять / С. Була, В. Гнатюк // Вісник Львівського університету. Серія філос.-політолог. студії. – 2015. – Випуск 6. – С. 76-77.

structures. According to the European approach to understanding local democracy, the local level is the closest to the population and therefore local problems should be solved here, on the local level. Only if the issue cannot be solved at the grassroots level the state should be involved to the process. According to M. Voronov, modern forms of direct democracy at the local level allow, firstly, to solve independently topical issues of local importance; secondly, to initiate consideration of individual issues by the relevant authorities and officials of local self-government; and thirdly, to monitor activities of the bodies and officials of local self-government and communal enterprises[213].

In modern international system, the regulatory framework for local democracy standards includes the following documents:

- the European Outline Convention on Transfrontier Co-operation between Territorial Communities or Authorities, 1980

- the European Charter of Local Self-Government, 1985

- the World Local Self-Government Declaration, 1985

- the European Charter for Regional or Minority Languages, 1992

- the European Convention on the Participation of Foreigners in Public Life at Local Level, 1992

- the European Declaration of Urban Rights, 1992

- the European Urban Charter, 1993

- the Revised European Charter on the Participation of Young People in Local and Regional Life, 1994

- the European Convention on Regional Self-Government, 1999

- the European Landscape Convention, 2000

- the European Strategy for Innovation and Good Governance at Local Level, 2008

- the Charter of Fundamental Rights of the European Union, 2001.

Analyzing the Ukrainian regulatory framework on the issue of local democracy, we can surely conclude that the most important document is the Constitution of Ukraine, in particular Chapter XI – "Local Self-Government". The Constitution defines the main ways of realizing the people's right to power: to elect and be elected, to participate in local referendums, public hearings, to make inquiries, to send petitions and collective written appeals to local authorities, etc.; to hold demonstrations, meetings; have the right to freedom of speech, religion, association with political parties and non-governmental organizations. The Basic Law guarantees the realization of political, economic, social rights of a person and citizen both at the national level and at the local level.

In addition to the Constitution of Ukraine, the defining regulatory document for the implementation of local democracy is the Law of Ukraine "On Local Self-Government in Ukraine" (1997). This Law states that the primary subject of local self-government, the main carrier of its functions and powers is the territorial community of village, town and city[214]. Members of the local community can participate in the implementation of the following forms of local democracy:

- local referendum – a way to resolve issues of local importance by the local territorial community by direct vote;

- general meeting of citizens – a form of direct participation of citizens in solving issues of local importance. The procedure for conducting of such meetings is regulated by the relevant laws and statutes of the territorial community;

- local initiatives – the right of members of the local territorial community to initiate consideration in the council (in the order of local initiative) of any issue within the jurisdiction of local self-government;

- to be elected to local self-government bodies – the right to be elected to the local council or to the post of chairman of a certain local council, or headman community, on the basis of universal, equal, direct suffrage by secret ballot in the way prescribed by law;

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[213] Воронов М. Форми локальної демократії: загальна характеристика і актуальні проблеми вдосконалення законодавства / М. Воронов // Вісник Харківського національного університету імені В.Н.Каразіна. Серія «Право». – 2016. – Вип. 21. – С. 37.

[214] Про місцеве самоврядування в Україні // Закон України: Відомості Верховної Ради України (ВВР). – 1997. – № 24. – ст. 170.

- public hearings – a specific format for meetings of members of a local territorial community with members of the certain council and officials of local self-government to hear reports, raise issues and make suggestions on issues of local importance related to local self-government;

- bodies of self-organization of the population – a form of local democracy, which involves the creation of house, street, quarterly and other bodies of self-organization of the population and to give them a part of their own competence, finances, property.

Another important document in the field of realization by the territorial community of the right to local self-government is the Law of Ukraine "On Self-Organization Bodies of the Population" (2001). According to this Law, the main tasks of self-organization bodies of the population are:

1) creation of conditions for participation of residents in solving issues of local importance in accordance with the Constitution and laws of Ukraine;

2) meeting the social, cultural, household and other needs of residents by facilitating the provision of appropriate services;

3) participation in the implementation of socio-economic, cultural development of a certain territory and other local programs[215].

Self-organization bodies mean the participation of a certain part of a territorial community in accordance with the needs of a local territorial unit (street, quarter, district in the city). In particular, the Law provides for the following types of population self-organization:

a. village/settlement committee – within the territory of the village/settlement, if its boundaries do not coincide with those of the village/settlement council;

b. street, quarterly committee – within the territory of a quarter or several quarters, a street or a part of the street with adjacent lanes in places of individual development;

c. committee of the district – within the territory of a separate district, housing and operating organization in cities;

d. house committee – within the house (several houses) in the state and public housing fund and the housing cooperative fund;

e. the city district committee – within one or more districts in the city, if its borders do not coincide with the boundaries of activity of the district council in the city[216].

In fact, all these forms of involvement of citizens in local administration mean the active participation of young people as a subject and object of management. It is necessary to distinguish different forms of youth participation in local government. There are the next forms: a sole participation (for example, running for the chairman of a united territorial community or the headman community) or group participation (local communities). According to T. Panchenko, "in the conditions of modern territorial organization of social life, local communities coexist with other territorial ones. It is no coincidence that the categories of "territorial public collective", "territorial collective of citizens", "territorial community" are used to distinguish communities at the local level. The population indicator becomes secondary for these categories. Although each of these categories is characterized by different approaches and qualifying traits, they are united by the members' right to implement public authority directly or through elected representatives by the local self-government system"[217]. However, it is worth noting that the territorial community is full participant of political relations. So, the exercise of local self-government most often refers to the level of the territorial community. The activity of territorial communities in Ukraine is regulated in particular by the Law of Ukraine "On Voluntary Association of Territorial Communities" (2015).

Also, it is necessary to define a number of laws of Ukraine regarding the direct expression of the will of the citizens: The Law of Ukraine "On the election of the President of Ukraine", "On the election of the members of Parliament", "On the local elections", etc.

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[215] Про органи самоорганізації населення // Закон України: Відомості Верховної Ради України (ВВР). – 2001. – № 48. – ст. 254.

[216] Ibid.

[217] Панченко Т. Регіональна і локальна ідентичності як складові культури субсидіарної демократії / Т. Панченко // Науковий часопис НПУ імені М. П. Драгоманова. Серія 22 : Політичні науки та методика викладання соціально-політичних дисциплін. – 2010. – Вип. 4. – С. 75. – Режим доступу: http://nbuv.gov.ua/UJRN/Nchnpu_022_2010_4_15.

Involvement of the younger generation in the process of state governance and managing regions is an indicator of the development of the state itself. Such participation could be seen in the following directions:

- participation of young people in the exercise of active suffrage – in the context of local government, it implies a high turnout of young people in local elections and direct participation in the organization of the elections themselves (as observers, members of the commission);

- youth potential for passive suffrage – participation of young people in the electoral process as candidates for deputies of local council, chairman of a certain council, headman community; participation in the electoral process as members of local branches of political parties;

- youth potential of the territorial community – appears in the creation, participation and development of certain civil society institutions (non-governmental organizations, professional unions, creative unions, charitable organizations, non-governmental mass media, etc.);

- development of youth analogues of local self-government bodies and cooperation with them in solving issues of local importance (youth parliaments, youth municipalities, youth councils, etc.).

As a result of decentralization reform in Ukraine, the united territorial communities were given broad administrative and financial powers. But the activity of citizens in the life of territorial communities remains rather low. We can prescribe in the statute of the united territorial community all possible options for citizen participation in decision-making, for young people (who are quite passive). But it does not mean that activity of the citizens themselves will become higher.

Speaking about the involvement of young people in the implementation of local governance, it is worth noting the constructive participation of young people in this process. After all, young people are a very dynamic category of the population, which is actively changing so it can be used by various political forces for destructive purposes. Therefore, for the full implementation of local democracy by the youth it is not enough to create legal acts. Some strategies should be put in place to develop the region's youth potential. In such a way we can enhance the political culture and education of the region's youth (through specific courses, trainings, competitions, seminars, etc.).

Today, Ukraine has the Strategy for the Development of the State Youth Policy up to 2020, which was approved by the Presidential Decree of September 27, 2013. The Strategy identifies the main priority areas for youth policy implementation at the national level:

- providing accessible education;
- forming a healthy lifestyle for young people;
- ensuring youth employment in the labor market;
- providing young people with their own housing (through benefits, mortgages, etc.);
- activation of youth participation in social and political life;
- promoting the integration of Ukrainian youth into the European youth community[218].

The development of this Strategy was based on the following legal acts: the Law of Ukraine "On Promoting the Social Formation and Development of Youth in Ukraine" (1993), the Law of Ukraine "On Social Work with Families, Children and Youth" (2001), the Law of Ukraine "On Youth and Children's Public Organizations" (1999).

However, only the creation of legal and regulatory support at the state level is insufficient to actively involve young people in political life. The main task of young people is to express their own expectations about community development and about the possibility of their realization for the benefit of their community. Youth self-government should become a communication link between citizens and the authorities. If the territorial community has sufficient financial resources but does not have youth potential, such community has no prospects for development. In turn, young people should be aware of the need for a gradual policy and planning for the development of their region. So, it is about the cooperation of young people with local self-government bodies and public authorities on a partnership and consensus basis.

The authors of the tutorial "Youth Participation in the Management of Communities" point out, that creating the right conditions for youth participation should consider the following basic principles:

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[218]Стратегія розвитку державної молодіжної політики на період до 2020 року // Указ Президента України від 27 вересня 2013 року. – № 532/2013.

- youth participation in community life enables independent choice;
- youth participation can generally help to consider the needs of young people;
- if the community takes the problems of the youth seriously, then the young people are also aware of their responsibility in the life of the community;
- young people should decide by themselves what kind of community participation they can take, not to follow the instructions of the older ones.[219]

In order to implement the basic principles of local government as the basis of local democracy, it is necessary to create a space for initiative youth, opportunities for the implementation of their youth projects. In such a way we can enable young people to directly and effectively implement the principles and mechanisms of organizing political life of their territorial community on a democratic basis.

The following levels of youth democratic participation are distinguished:
- participation in the life of the family – the development of a sense of social responsibility;
- participation in the life of an educational institution – experience in the activity of local self-government of a higher educational institution;
- participation in community life – youth initiative on youth policy issues, development of youth self-realization and recreation;
- participation in the life of the state – realization of the electoral right of citizens, participation in the discussion of bills, initiation of conferences, seminars and other events on discussing various aspects of the state youth policy;
- participation in the life of the international community – participation in international programs and projects on civil society development, realization of youth potential[220].

Each of the levels of youth participation involves the formation of value orientations regarding the importance of decision-making and responsibility for them. However, youth participation in the development of local democracy cannot be something spontaneous and must appear on a specific basis. For the development of youth potential, certain conditions must be created, and they are unique for each territorial community. In general, the following conditions are conducive to youth participation:
- ability to constructively deal with conflict situations;
- access to the participation of those who are not members of any structures;
- access to information;
- access to technology;
- active youth sphere;
- awareness of the value of participation;
- meeting basic needs (food, drink, clothing, living conditions, etc.);
- equality (opinions of adults and young people are of equal importance);
- partnership model is available: youth – adults;
- financial resources;
- the opportunity to choose the most appropriate or interesting area or form of participation;
- identifying local needs;
- involvement of different participants;
- awareness of the life of young people, their individuality, way of life in the community, etc.;
- legal basis;
- minimum level of education;
- desire to learn, including the mistakes of others;
- participation infrastructure;
- policy that promotes participation;
- physical and emotional safety;
- representation of the interests of young people with special needs;
- the right to participate;

[219] Участь молоді в управлінні громадами / авт.-уклад. О.В. Кулініч, Д.С. Баринова, В.В. Нестеренко. – Х. : Харківський відокремлений підрозділ Центру розвитку місцевого самоврядування, 2018. – С. 5.
[220] Ibid, p. 8-9.

- skills and competence in the organization and cooperative activities;
- understanding the fundamental difference between effective participation and symbolic participation;
- willingness to participate or work together;
- willingness to share powers and control[221].

In fact, in order to effectively attract youth potential to the implementation of the principles of local democracy, it is necessary to fulfill all these conditions. One of the main reasons of youth's passive participation in political processes is not the indifference to the problems of local politics, but the lack of desire to participate in outdated forms of exercising their democratic rights. Taking into account scientific and technological progress, young people are increasingly interested in taking advantages of modern technologies, but not all territorial communities (especially rural ones) can afford it. For example, for European countries, youth participation in e-democracy is quite common. This is a form of public relations that involves the widespread use of information and communication technologies. Thus, we are talking about the possibility of realizing democratic rights through the latest information technologies: e-voting, e-petitions, e-consultations, e-journalism, etc. This issue remains unresolved for Ukrainian local territorial communities.

Therefore, the leading direction in the development of the region is the strengthening of local democracy, which is impossible without the involvement of youth potential – the hypothetical ability of youth to realize their intellectual, creative, social, managerial abilities for the benefit of their local territorial community. As a result of the decentralization reform in Ukraine, the issue of involving young people in political decision-making is especially relevant. This is due to the fact that migration of young people to economically developed regions or other countries becomes an increasing problem for small territorial communities. Therefore, the creation of favorable conditions for the development of youth potential in Ukraine should take place both at the national and the municipal level. The system of involving young people in local governance should be voluntary, free of hierarchical coercion or guidance from older generations. The activities of such youth organizations will be effective only if they are independent, have a field for initiative and an opportunity to implement a plan for the development of their community. Young people should be full (not nominal) participant in the political process and understand all responsibility for their decisions. Participation of young people in local decision-making can be implemented through various public organizations, youth councils or municipal parliaments, youth ombudsmen, etc. For such participation to have a positive result, we have to work out a clear strategy for the development of political culture and education of young people, fostering a sense of territorial patriotism and desire for the realization of their rights and responsibilities.

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[221] Скажи своє слово! Посібник з Переглянутої Європейської хартії про участь молодих людей у місцевому та регіональному житті [Текст] : [пер. з англ.]. – Біла Церква : Час Змін Інформ; Страсбург : Вид-во Ради Європи, 2016. – С. 24.

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2.2 THE ROLE OF SOCIAL DIALOGUE IN SOLVING YOUTH EMPLOYMENT PROBLEM IN UKRAINE

Nowadays in the condition of global changes in economic and social-labour spheres becomes an actual problem of providing youth employment on the labour market. Active economic behavior of youth has impacted almost all aspects of country's economy and its regions and it is one of the most important sources of its development. Youth segment shows the main tendencies in economic development, education, and the labour market.

National priorities in youth employment conform to principles of The International Labour Organization, which decided that it must be taken urgent measures to strive with an unprecedented crisis in the sphere of youth employment. These measures should be based on a multi-vector approach which supposed to quicken and facilitate transfer from education to employment as well as the creation of worthy workplaces. So, resolution of The International Labour Organization "Crisis in youth employment sphere: a call to action" (June 2012)[222], appeals for the more concordant general policy of youth employment and actions which is related to its realization and emphasized the formation of a multilateral system.

Youth represents the future employment potential of any country. Young people have better health, endurance, and a high educative level. Young age makes for appropriate professional and migration mobility, openness, activity, easy adaptation for job search and change. At the same time, youth workplace is characterized by low competitiveness on the labour market through discrepancy between received educational level and modern professional requirements, lack of practical experience, necessary skills, high demands of employers to professional competencies of young people, unreasonably inflated inquiries of youth and their inconsistency with the employer's offers, etc. Insufficient level of state guarantees for giving the first workplace makes youth less protected category of the workforce. Therefore, the problem of youth employment is one of the most acute problems among social-economic problems in modern Ukraine.

In general, for youth in the world exist the age limits between 12 and 44 years. The United Nations Organization refers to youth between the ages of 17 and 25, with young people defined as individuals in the period between the end of childhood and the beginning of their employment.

The World Health Organization regards as a young person human till 44 years. The International Labour Organization sets a limit for the individuals, who are hired at the age of compulsory school education, but not less than 15 years[223]. In Europe youth ranges between 15 and 30.

According to the Law of Ukraine "On Promotion of Social Formation and Development of Ukrainian Youth"[224], legal frame from 14 till 35 years determine citizens as youth.

Youth is a social-demographic group that is characterized not only by age but also by social and psychological features. Young people have their own specifics of development in spiritual, social-economic, labour, political and other spheres. In the period of youngness, a person goes through an important stage of social and family socialization, process of identity formation, education, values learning, norms, patterns of behavior accepted in this society.

It is advisable to divide youth into three categories:
- Youth, which gets a professional education (14-25 years);
- Youth, which starts their work-life (25-30 years);
- Youth, which is a socially mature person (30-35 years).

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[222] The youth employment crisis: A call for action (2012). Resolution and conclusions of the 101st Session of the International Labour Conference. Geneva: Publications International Labour Office, 2012. Retrieved fromhttp://www.ilo.org/wcmsp5/groups/public/ – – – ed_norm/ – – – relconf/documents/meetingdocument/wcms_185950.pdf.

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[224] Закон України Про сприяння соціальному становленню та розвитку молоді в Україні : 05.02.1993 р. № 2998 – XII / Верховна Рада України. – Режим доступу: https://zakon.rada.gov.ua/laws/show/2998 – 12.

Depending on ages youth pass through several transformation phases on the labour market and have distinctive needs and interests. Thereby, individuals in 14-18 ages receive secondary or secondary special education and go through a state of professional identification. Upon coming of age to 25 years characterized youth as students of vocational schools and universities. This stage is usually described by the beginning of work and independent life for youth. Young people in 25-30 years aspire to self-development, active participation in work life, getting experience. Socially mature youth after 30 is adult, most of all, married with children and has its own principles and attitudes toward life, endeavor to wealth and prosperities.

The youth labour market, according to S. Grinkevich, can be roughly separated for 3 groups:

– Youth without education – mostly uses their potential in low-qualified jobs with low salary and low career prospects (but it depends on personal characteristics). However, this group has serious competitors, such as adult non-qualified workers and older generations. Therefore, a lot of young workers stills unemployment throughout their incompetence and irresponsibility fear;

– Graduate of universities and of vocational schools. They face the problem of qualified well-paid job and career prospects. The additional problem is that in the market economy reality requirements for job seekers become more rigorous. Nowadays professional education is not enough condition for a successful job offer, work experience needed as well. So, a lot of graduates face serious difficulties with the searching for a job according to their specialty and eventually start looking for any job;

– Young people, who combine education and work. It is necessary to admit that a low level of stipends could not satisfy the youth at all. There exist a number of objective factors that cause job search for youth. It is not easy to find extra earnings because of the high requirements of employers: work experience not less than three years; foreign language knowledge; full-tine job, etc. There are enough reasons for a student to stay unemployed[225].

Youthfulness is the period of life, when people start to realize their ambitions, become economically independent and understand their place in society. The dynamics of youth employment is characterized by dependence on the economic cycle. Youth is the first category that loses its jobs during the downturn and gets it the last in the growth recovery period. It shows how world crisis effects on youth[226]. Unsolved problems in the sphere of youth employment bring to loss and deterioration of state's labour potential, reducing living standards, increasing of social tension and shadow employment, facilitating external labour migration and the worst losing motivation toward work at all.

The segment of youth employment in Ukraine has such characteristics as:

- Low economic activity among the youngest people;
- High level of unemployment, which become lower in elder youth groups;
- A structural imbalance between labour supply and demand;
- A significant level of shadow employment[227].

According to the data of State Service of Statistics of Ukraine in 2018 level of economic activity at ages 30-34 was 83,3 %, at ages 25-29 was 79,6 % and it was higher than average among the working population (62,6 %). At the same time, this indicator at ages 15-24 was only 33,7 %[228]. Not a high level of economic activity in the youngest category explains by gaining the education and that postpones their entry into the labour market. But among youth, there are people who do not use their right to get

[225] Гринкевич С. С. Стан молодіжної зайнятості в Україні / С. С. Гринкевич // Наук. вісн. НЛТУ України. – 2006. – Вип. 16.3. – С. 239 – 240. – Режим доступу :http://www.nbuv.gov.ua/portal/chem_biol/nvnltu/16_3/239Grynkiewycz163.pdf.

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the first job and they have a break in the transition from study to work. Those young persons are the most vulnerable in the labour market because they lose their qualifications and hope to get an appropriate job gradually. They are employed not by specialty, mostly in a non-formal area or moved abroad for job search there.

During last year's level of youth unemployment in Ukraine is still high. In accordance with the International Labour Organization methodology rate of unemployment in all youth groups is higher than among workable population (8,8 %). Youth unemployment indicator at the ages of 30-34 in 2018 was 8,9 %; at the ages of 25-29 was 9,8 %, at the ages of 15-24 was 17,9 %, and it is twice more than all population of working age[229]. Thus, the youngest people in those categories suffer the most in the case of unemployed. This is due to the complexity and duration of the young people transition from study to work, which remains a significant problem.

There are people over 40 % who don't work, don't study and do not get professional skills among workless in this age category, but there were individuals who actively search for a job and who tried to open their entrepreneurship. This one is the category that is at constant risk of social exclusion. Recently years in Ukraine established a tendency to increase the number of young people who remain unemployed for more than one year. Crisis reduced prospects on the labour market for young people. A lot of them are still able to be unemployed from the beginning of work life. High level of long-termed unemployment in these ages explained by a deficit of qualitative jobs and lack of professional skills and work experience for youth.

It is necessary to admit, that staying unemployed for long causes the risk of losing attainments and professional skills, decreasing motivation for job search and getting it in the future. It has its consequences through decrease the quality of life and lower possibilities for self-fulfillment. For some changes, those people need long-term rehabilitation, which requires extra costs.

One of the problems of the youth labour market is a structural imbalance between labour supply and demand. There is the third part among unemployed graduates of higher education institutions who studied social sciences, business and law, 13 % studied engineering, 12 % studied medicine, 11 % studied humanities and art. Among graduates of vocational schools, unemployed are 34 % of skilled workers with the tool, 33 % are workers in service and commerce. More than half of employed youth have worked not for their specialty, which shows the necessity of interrelation between labour market needs and market of educational services.

Ukraine is a country with one of the biggest GDP educational costs in the world, but this case does not increase labour efficiency either contentment of employers by the workforce. As a result, we have young people who get an education (higher or vocational) but have work not by gained profession, need to do relearning, stay unemployment and move abroad looking for qualified well-paid job and education, which causes risks of losing and diminishing labour potential[230].

Impossibility to establish a stable lifestyle facilitate youth to do work which they have not interested in, moreover furthermore dangerous for the person and stare at all. In obedience to the data of State Service of Statistics of Ukraine in 2018, there were 1,3 million of youth non-formal workers in Ukraine[231]. Quantity of employment in non-formal sectors of the economy goes up among older groups of youth.

It should be noted, that the consequences of non-formal employment are ambiguous. It should be regarded as a form of population adaptation in conditions of the uncomfortable social-economic situation, which has its positives, such as decreasing unemployment and tension on the labour market; possibilities for unofficial workers get salary higher than unemployment benefits. Opening access to new professions and allowing mostly "cheap" to get new skills, non-formal employment is an important mechanism of social, labour and professional mobility, etc. However, large involvement

[229] Ibid.

[230] Проблеми молодіжної зайнятості в Україні та шляхи їх подолання. Національний інститут стратегічних досліджень. Режим доступу :https://niss.gov.ua/doslidzhennya/analitichni – materiali/socialna – politika/problemi – molodizhnoi – zaynyatosti – v – ukraini – ta

[231] Економічна активність населення України 2018: Стат.збірник / Державна служба статистики України: / Відповід. за випуск: Сеник І.В. – Київ, 2019. С. 101. Режим доступу :http://www.ukrstat.gov.ua/druk/publicat/kat_u/2019/zb/07/zb_EAN_2018.pdf

of the population in a shadow economy limits social rights, which is provided by The Constitution and labour law, and increases a chance of unstable employment. Besides, such long-term employment brings about loss of professional skills, a decrease of material and cultural level, which causes the low quality of a labour potential[232].

Therefore, youth employment provides the necessity of combining, harmonizing and balancing different interests. One of the most effective mechanisms of harmonizing interests between different social groups and institutions is social dialogue. It could be an accomplished instrument of the state's social policy.

In the European Union social dialogue has become a valuable democratic tool for solving social problems. It is a kind of modern dynamic process which has unique potential and possibility to facilitate progress in globalization, regional integration and transformation period. So, there is no such alternative in social-labour relations as social dialogue, for a state moving toward a social market economy.

In a labour market, social dialogue is a tool of state social policy in the employment sphere. It is an important factor in promoting youth employment. This is the process of negotiating about common goals and making common decisions among youth (their representatives), employers (their representatives), educational institutions (representatives of an educational sphere) and states (public authorities and local self-government institutions.

In a labour market, the youth's goal is well-paid prestigious job. But employers have too high requirements for the professional skills of young people. All these factors increase tension and complicate effective function execution on a labour market. One of the conditions of an eligible social dialogue is a compromise between both sides. Thanks to a social dialogue become possible adjustment among various interests of social groups and state institutions. It appears as an instrument that changes the tone of relations from negative to positive between participants and supports cooperation rather than conflict.

As researcher N. Nechytailo notes, social dialogue is a process that provides harmonization of countries, region or particular business development on all levels. Herewith a fundamental thing is the capability to observe different interests of social groups in decision making, setting strategic goals and working-out development programs. Functions of social dialogue are in articulation and modification of the side's own interests, social partners seek to accomplish an agreement, which brings high-level cooperation in the essence of their arrangements during working-out on development programs[233]. Thus, we can say about the most expected results of social dialogue are – reaching consensus in society, and involvement of social groups in the harmonization of social-economic interests.

Social dialog on a labour market has such functions:
–acknowledgeable (learn something new);
–informational (get some new information);
–communicative (exchange of thoughts, positioning);
–regulative (agreementsamongparticipatorsofthe dialoguewhichprovided in public practice);
–organizing (organization of vocational guidance and education);
–controlling (participatorsofthedialoguecheckdecisionmakingmutually);
–consolidating (abilitytouniteparticipatorsfor reaching common goals);
–protective (youthrightsdefense, protection on a labour market);
–forecasting (identifying trends offurtherdevelopmentbetween participatorsofthedialogue).

So, the process of social dialogue is a search of effective ways for reaching goals based on a common interest in a positive outcome.

Each side of social dialogue has its own goals, performs certain tasks, and defends its own interests. In a process of social dialogue, youth has to determine their abilities, preferences, interests.

[232] Проблеми молодіжної зайнятості в Україні та шляхи їх подолання. Національний інститут стратегічних досліджень. Режим доступу :https://niss.gov.ua/doslidzhennya/analitichni – materiali/socialna – politika/problemi – molodizhnoi – zaynyatosti – v – ukraini – ta

[233] Нечитайло Н. Соціальний діалог. Огляд концепцій та Європейського досвіду / Н. Нечитайло // Соціальне партнерство – шлях до злагоди. – К., 2003. – С. 145-46.

Young people should be interested in self-development, self-education, have taken from practice and experience. The main direction of social dialogue has to be the protection of youth and aid of its employment. A significant role of that task has trade unions; the main function of them is representation and protection of the rights and interests of young people.

Participation of employers in a youth labour market social dialogue is in defining their own needs, making demands and proposals on the quality and level of education. But it is important to encourage the employer to gain practical experience with young people through doing internships. It should be noticed that the role of social dialogue as a tool for conflict resolution when an employer wants to get cheap, but experienced and qualified workforce. But youth endeavor to successful employment with a high salary, but without working experience.

In order to avoid an imbalance between labour supply and demand, receiving a proper level of education according to modern professional requirements it should be arranged correct cooperation among employers and educational institutions. Educational institutions should find out about employers' requirements; establish interaction in the field of internships and further employment of graduates for providing qualified education for youth through social dialogue. Higher education and vocational institutions have to coordinate the studying process of youth in accordance with practical requirements and skills of labour market, give an opportunity for youth self-develop and self-education, motivate youth to practice their knowledge and do some internship, and give full access to all educative materials.

State in a process of social dialogue plays a few roles. As a legislator state creates a legal framework which regulates social dialogue on a labour market and acts as a guarantor of law enforcement. As an arbitrator state empowers its executive bodies to organize engagement with employers and trade unions, creates comfortable conditions for negotiations, collective labour dispute resolution. Thus, as a social partner on a youth labour market state defend youth interests and helps for their employment, encourages employers, trade unions, education representatives to participate in the negotiation process. The state gives its representatives functions to the executive bodies, which are represented by Cabinet of Ministers of Ukraine, ministries, other the central executive bodies, local state administrations.

Facilitating youth employment has to be the strategic direction of youth policy in Ukraine at all. In order to create favorable conditions for the development and self-realization of Ukrainian youth in February 2016, the Cabinet of Ministers of Ukraine approved the State Target Social Program "Youth of Ukraine" for 2016-2020 (hereinafter – the Program)[234].

Implementation of The Program will enable to improve youth position in Ukraine, get positive results for self-fulfillment and self-development, extension of social guarantees for young people, raise the level of youth access to qualified education and create conditions to facilitate youth employment (providing primary and secondary employment and self-employment of young people). Among expectable results of The Program we should highlight creating of a holistic system of non-formal education of youth (acquiring knowledge, skills, and competencies by young people beyond the system of formal education); ensuring development of youth entrepreneurship (by improving the existing legal framework and streamlining preferences for young entrepreneurs, building young people's entrepreneurship skills); providing support to young people's employment and foster opening new job places for youth.

The central executive body, which forms and carries out state policy in employment, is The Ministry of Social Policy. This institution provides state guarantees to citizens' rights defense such as the right to work and social protection against unemployment.

The main body in the system of central executive bodies which undertakes state youth policy in Ukraine is The Ministry of Youth and Sports. This institution facilitates young people's employment, creates conditions for young people's creative development and intellectual growth.

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[234] Постанова Кабінету Міністрів України Про затвердження Державної цільової соціальної програми "Молодь України" на 2016-2020 роки та внесення змін до деяких постанов Кабінету Міністрів України: 18 лютого 2016 року № 148. Режим доступу :https://www.kmu.gov.ua/ua/npas/248881138.

With a view to unite efforts of business, government and education for solving problems of youth employment in March 2016 under the joint initiative of The Ministry of Youth and Sports in Ukraine, Center "Development of Corporate Social Responsibility" and support of The United Nations Population Fund in Ukraine was signed The Ukrainian Pact for Youth – 2020[235]. Ukrainian and international companies which joined this initiative pledged together to foster a minimum of 700 business-education partnerships by 2020 and provide 50 000 places for internship and first workplace and create conditionsfor mentor's support about career building for 1000 young people.

As of July 1, 2019, The Ukrainian Pact for Youth – 2020 is signed by 136 companies from 16 cities of Ukraine; employers collectively create 35083 workplaces for youth, establish 614 partnerships with educational institutions and provide mentor's support about the first workplace for 2246 young people[236]. This is an example of state, business and civil society interaction which is founded on cooperation, trust, understanding of the goals and objectives of the social partners.

Consequently, solving the problem of youth employment needs to provide effective cooperation between youth, employers, educational sphere and state. It lays in the coordination of efforts and common actions which lead to improving the labour market situation and providing young people with accessible jobs. With that state must implement an active policy for creating appropriate conditions to increase youth employment.

The priorities of state policy in the nearest prospect have to be such as: creation of a clear and an effective mechanism for employers' motivation toward youth employment and their decent working conditions, sufficient salary and high level of social protection, overcoming the stereotypical ideas of employers regarding the low professionalism of young people, motivation youth toward labour activity.

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[235] Пакт заради молоді – 2020. Режим доступу : http://careerhub.in.ua/pact – for – youth – 2020/

[236]Пакт заради молоді – 2020: результати роботи та плани на 2019 рік. Режим доступу : https://www.ukrinform.ua/rubric – presshall/2658483 – pakt – zaradi – molodi2020 – rezultati – roboti – ta – plani – na – 2019 – rik.html

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2.3 THE ROLE OF PUBLIC OPINION OF YOUTH IN THE IMPLEMENTATION OF UKRAINE'S EUROPEAN INTEGRATION POLICY

During several recent years Ukraine has underwent radical transformations. To know the views and opinions of young people who are the most active initiators and participants of these transformations is important for the planning of any integration process. Especially it is important to study public opinion of youth in Ukraine concerning the prospects of European integration, the process of its formation through state information policy, changes of public opinion on EU membership after the Euromaidan and prospects for the future.

Considering public opinion during implementation of policy towards European integration is an important factor of its effectiveness. Moreover, youth becomes more active using various forms for expression: volunteer activities, work for NGOs, political and civil society actions on different social topics etc.

Analysis of public opinion of youth in Ukraine concerning European integration

The authors of the study conducted an analysis of public opinion on European integration of Ukraine beginning with the start of negotiations on a new enhanced Association Agreement and to the present – time after Presidential and Parliament elections in Ukraine in 2019 using the sociological studies of different research institutions of Ukraine.

In fact, according to generalized data of sociologists from the Institute of Sociology of the National Academy of Sciences of Ukraine in 2009, a significant number of Ukrainians – 44.2%, made their choice in favor of Ukraine joining the EU[237]. Moreover, since 2006 the positive attitude of Ukrainian citizens to the possibility of Ukraine joining the EU has been overcoming negative assessment of this vector of state development[238].

According to the nationwide opinion poll on European integration in Ukraine, which was held in December 2011 by the Ilko Kucheriv Democratic Initiatives Foundation and the Ukrainian Sociological Service[239], on average about 45% of citizens had been supporting Ukraine's accession to the EU during all these six years of analysis.

According to the results of the aforementioned survey in 2011, there is a difference in the attitude to European integration of Ukraine depending on age of the respondent (Table 1).

Table 1

Should Ukraine Join the EU (in %)?

Attitudes of Different Age Groups to the EU Membership of Ukraine			
Years of Age	Yes (%)	No (%)	Difficult to Say (%)
18-29	58.0	21.9	20.4
30-54	46.3	32.2	21.4
55 and older	35.2	43.4	21.4

Source: *Ukrainians opt for EU Membership, in Particular the Youth*, The Ilko Kucheriv Democratic Initiatives Foundation, http://dif.org.ua/en/publications/press-relizy/dfefwgr.htm.

As for the correlation between the age and opinion, more than a half (58%) of young people in the age group 18-29 and nearly half of middle-aged people (46.3%) support European integration. In contrast, pensioners as the age group generally do not support Ukraine's accession to the EU.

In 2013, the Institute of Sociology of the National Academy of Sciences of Ukraine published its data which included similar age-related differences (Table 2) in the attitudes of population to EU integration.

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[237]*Геополітичні орієнтації населення і безпека України* (Geopolitical Orientations of Population and Security of Ukraine) [Уп. М. О. Шульга], ТОВ «Друкарня «Бізнесполіграф», К., 2009, С 15.

[238] Золкіна М.: *Ставлення населення України до європейської та євроатлантичної інтеграції України* (Attitudes of Ukrainian Public towards European and EuroAtlantic Integration of Ukraine), Громадська думка, № 2, 2012, С. 6.

[239]*Ukrainians opt for EU Membership, in Particular the Youth,*The Ilko Kucheriv Democratic Initiatives Foundation, http://dif.org.ua/en/publications/press – relizy/dfefwgr.htm.

Age Differences in People's Attitude to Ukraine's Accession to the EU (as of 2013, in %)

What is your attitude towards Ukraine's accession to the EU?	Age or respondents (yeas of age)			
	Under 30	30-54 years	Older than 55 years	Average
Mostly negative	21,6	26,1	34,9	27,9
Difficult to say	29,6	30,3	30,8	30,3
Mostly positive	48,8	43,7	34,2	41,6

Source: *Українське суспільство 1992-2013. Стан та динаміка змін. Соціологічний моніторинг* (Ukrainian Society 1992-2013). State and Dynamics of Changes. Sociological Monitoring), [За ред. д.е.н. В. Ворони, д.соц.н. М. Шульги], Інститут соціології НАН України, К., 2013, С. 153.

The above results were confirmed by the opinion poll conducted by the Kiev International Institute of Sociology in November 2013, two weeks before the Vilnius Summit of Eastern Partnership. Young Ukrainian people (aged 18-29 years – 51% and aged 30-39 years – 41%) were ready to vote for joining the EU on a possible national referendum on that matter[240].

Thus, when comparing the results of the surveys on Ukraine's European integration conducted by various sociological services performed before signing the Association Agreement between Ukraine and the EU it is evident that about half of young people supported the membership of Ukraine in the EU.

It is worth highlighting that according to the aforementioned public opinion poll in 2013 only 34% of Ukrainians considered themselves Europeans and 55% of Ukrainian citizens did not consider themselves Europeans. It is also notable that most Ukrainians (59%) in all regions of Ukraine, especially in the East and South, need appropriate level of material well-being to feel European. The second most important factor in this regard (i.e. in order to feel European), after the material well-being, is the presence of democratic values, human rights and the rule of law. It is more important for the population of the West and Center regions of Ukraine than for the South and East.

Interestingly, the largest share of those who feel European (43%) is among young people under 29 years of age, and the least (62%) – among the oldest members of the generation who are older than 60 years of age[241] (mainly pensioners).

An important generalization of the analysis of opinions of Ukrainians about Ukraine's integration into the EU is that there was no positive attitude towards this process of the absolute majority of all citizens of Ukraine regardless of age and regional differences.

However, this situation began to change in late 2013. In November 2013, before the Vilnius Summit, the Ukrainian edition of «the Deutsche Welle» published a public opinion survey, which was performed by the Ukrainian local office of the international research agency — IFAK Institut GmbH & Co. According to this poll, the majority of Ukrainians (58%) are in favor of Ukraine's joining the EU. Moreover, 37% of them seek accession within five years[242].

At the same time, in December 2013 the Ilko Kucheriv Democratic Initiatives Foundation and the Razumkov Center conducted a public opinion poll. It showed that if a national referendum on the accession to the EU had been held in December 2013, most of the Ukraine's population would have voted for (48%), with the percentage of against the accession – 36%[243]. According to the survey conducted by the Center for Social and Marketing Research "Socis" and the Sociological Group

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[240]*Яким шляхом іти Україні – до якого Союзу приєднуватись? (преференції населення за два тижні до Вільнюського Саміту)* (What Way should Ukraine Choose – which Union to Chose? Preferences of Public Two Weeks before the Vilnius Summit), Київський міжнародний інститут соціології. Прес-релізи та звіти, 26.11.2013, http://www.kiis.com.ua.

[241] Золкіна М.: *Українське суспільство : чи відчуваємо ми себе європейцями?*(Ukrainian Society: do we feel like we are Europeans?), Громадська думка, № 12, 2013, С. 4-8.

[242]*DW – Trend: більшість українців – за вступ до ЄС* (Majority of Ukrainians are for the Accession to the EU), Deutsche Welle, 18.11.2013, http://www.dw.de.

[243]*Політичні підсумки і прогнози: 2013* (загальнонаціональне й експертне опитування) (Political Conclusions and Prognosis: 2013), Фонд Демократичні ініціативи імені Ілька Кучеріва, 2013, www.dif.org.ua.

"Rating" in December 2013, 49.1% of citizens of Ukraine would have voted for Ukraine's accession to the EU, while 29.6% – against. However, among those who would have decided to take part in this referendum, the number of supporters of the EU would have been 62.4%[244].

The largest company on marketing and social research in Ukraine the «GfK Ukraine» also carried out a sociological study in October 2013. It revealed that 45% of Ukrainians thought that the country had to sign the Association Agreement with the EU. At the same time, among those who had a definite position on the strategic choice of Ukraine, 54% were convinced that Ukraine should sign the Association Agreement and to become a member of this Union in the future. In addition, young people aged 16-29 years, who have formed a position on integration issues, were for the Agreement with the EU (73%), whereas among respondents aged over 60 years – only 45%[245] were in favor of this. These are predictable difference in attitudes to European integration of Ukraine according to the age criterion according to all polls.

Thus, we can say that the level of public support for the European integration of Ukraine has significantly grown in the end of 2013 – beginning of 2014. It happened after the suspension of European integration by the Cabinet of Ministers of Ukraine and not signing the Association Agreement at the Vilnius Summit in November 2014 by the President of Ukraine. Therefore, it happened during Euromaidan in Ukraine.

Characteristically, in December 2014 the Ilko Kucheriv Democratic Initiatives Foundation and the Razumkov Center conducted a poll, which showed that during the period from December 2013 to December 2014 the percentage of citizens of Ukraine who support Ukraine's accession to the European Union had significantly increased. In fact, 57.3% of Ukrainians supported membership of country in the EU in December 2014 compared with 46.4% support in December 2013[246].

Thus, the level of public support for Ukraine's membership in the EU has grown to a record 10% in one year. It has never been such an increase over a whole period of formation and implementation of public policy of Ukraine towards European integration.

In our opinion, rapid increase in public support of Ukraine's accession to the EU can be explained by a chain of events in our country: the Euromaidan of end of 2013 – beginning of 2014, the Revolution of Dignity of 2014, the aggression of Russia against Ukraine, Russian occupation of Ukrainian Autonomous Republic of Crimea and some parts of Donetsk and Lugansk regions. These events led to the change of public attitudes towards the EU and the Russian Federation.

1. Attitudes of Europeans to Enlargements of the EU

A well-known Western scholar D. Dinan emphasizes that in the history of the EU there were examples of change in public opinion: at first it was negative on some EU initiatives and later changed dramatically to become positive. Moreover, in certain cases, for example, an introduction of the single European currency – the euro, EU executives made decisions despite the negative attitude of citizens to it (however, later the attitude became positive). For example, two years after the introduction of the euro currency, the number of its supporters and opponents among the citizens was similar (47% – "for" and 44% – "against"). Already in 2006, 60% of the EU population supported the euro. Moreover, Germany showed the greatest increase of percentage of supporters of the euro, even though 60% of its citizens opposed its introduction in the 1990s. Therefore, given the above, D. Dinan concluded that at least in some political issues the EU leaders could rationally argue that their decisions were ahead of public opinion[247].

[244]*Суспільно-політична ситуація в Україні грудень 2013* (Social and Political Situation in Ukraine, December 2013), Центр соціальних та маркетингових досліджень «СОЦИС». Прес-реліз, 26 грудня 2013, http://www.socis.kiev.ua/ua/press/suspilno – politychna – sytuatsija – v – ukrajini – hruden – 2013.html.

[245]*Українці обирають Євросоюз* (Ukrainians Choose the EU), GfK Ukraine, 12.11.2013, http://www.gfk.ua/public_relations/press/press_articles/011218/index.ua.html.

[246]*Громадська думка : підсумки 2014 року* (Public Opinion: Conclusions of 2014), Фонд «Демократичні ініціативи імені Ільки Кучерева», http://www.dif.org.ua/ua/polls/2014_polls/jjorjojkpkhpkp.htm.

[247]Dinan D.: *Ever Closer Union. An Introduction to European Integration*, Forth edition, : Lynne Reinner Pub, London, 2010, P. 101-104.

Based on the previously mentioned arguments of the researcher and these facts, one can assume that not always administrative decisions (if they are prudent and recommended by appropriate specialists) need to be based only on public opinion. After all, public attitudes towards various issues may change, especially if there is no negative attitude of absolute majority to a particular decision.

In fact, according to a poll conducted by the Razumkov Center in April 2013, rejection of Ukraine's accession to the EU by Ukrainian citizens was mainly explained by such factor as "nobody expects us in the EU" (19%)[248].

Consequently, it is reasonable to analyze the attitudes of the EU citizens to its enlargement. It is worth noting that before the EU enlargement in 2004 and especially in 2007, most people in the EU did not pay much attention to the accession of new members to the organization. However, after the EU enlargement to the East, Europeans were disturbed by real and fictional stories of migration of people from Eastern Europe to Western countries, and issues related to employment, social policy and social inequality. This attitude of citizens of the EU Member States to almost infinite process of EU accession of new states of Europe was called "fatigue from extensions". Certainly, enlargement has recently become a very complicated process. This is explained, on the one hand, by the lack of coordination between the increase in the number of policies and institutional complexity of the European Union. On the other hand – by quite low economic development, underdeveloped administrative capacity and democratic principles in most new Member States in the 21st century, as well as possible future members. At the same time, according to D. Dinan, for such states as Ukraine it will be difficult to fulfill the criteria for the EU membership[249].

There is an important fact that public opinion of "old" 15 Member States has changed towards greater support of the EU enlargement in 2004. For example, in 2000 44% of the population supported the Eastern enlargement of the EU, while 35% were against it. In contrast, two years later, in 2002 already 55% of EU citizens supported EU accession of new states of CEE, as opposed to 37% against it[250].

Western scholars D. Di Mauro and M. Fraile analyzed the dynamics of attitudes of Europeans to further EU enlargement after the global financial crisis (2007-2011). They concluded that generally the public has become less favorable towards the accession of new states to the EU. For example, in 2008 36% of people in the EU were against future enlargements of the EU. Since 2009, their number has been 40% and reached two peaks – 45% in May 2010 and 50% in November 2011. At the same time, the number of Europeans who favored the further expansion of the EU borders decreased from 2009 to less than 50%. Subsequently, in late 2011 only 39% of Europeans supported EU enlargement on average in the EU. The greatest support for this process among the public was in Eastern Europe[251].

If we describe EU public support for the accession of other European countries to the European Union, comparing with 2008 it only slightly decreased in 2010.

The analysis of public opinion in the Member States regarding the potential entry of new states to the Union already during the financial crisis showed that citizens of the EU show least support for the accession of countries such as Turkey, Albania and Kosovo (averaging 30-38 %). In our opinion, this can be partly explained (in addition to other factors) by the fact that the vast majority of the population of these countries professes Islam which does not meet common European Christian values. Most Europeans approve (80%) further enlargement with such economically developed countries as Norway and Switzerland, which do not seek membership in the European Union. Iceland, the economy of which has suffered significantly from the consequences of the global financial crisis, we believe might be in the third place for Europeans' support of EU membership. After the global financial crisis, Iceland announced its intention to join the European Union and received the status of

[248]*Європейський Союз чи Митний Союз: громадська* думка (EU or Customs Union: Public Opinion), Національна безпека і оборона, 2013, № 4-5, C. 105-107.
[249]*Dinan D.: Ever Closer Union. An Introduction to European Integration*, Forth edition: Lynne Reinner Pub, London, 2010, P. 484-486.
[250] The same, P. 99.
[251]Di Mauro D. and M. Fraile: *Who Wants More? Attitudes towards EU Enlargement in Time of Crisis*, EUDO Public Opinion Observatory. EUDO Spotlight 2012/04, October 2012, P. 1-2.

candidate country for membership. Croatia was in the fourth place of the EU public support (50%), and it joined the EU on July 1, 2013.

We should especially highlight the example of Croatia, which shows that support of Europeans of Ukraine's possible membership in the EU is high enough (after Croatia – 41-47%) and is approximately at the level of the Balkan countries that are candidates for the EU membership: Montenegro, FYR Macedonia, and Serbia.

2. Public Opinion during Implementation of European Integration Policy

There are several important factors for the successful implementation of public policy towards European integration, among them are the following: taking into consideration public opinion during the implementation of public policy towards European integration and involvement of the public in the process of its formation, implementation and evaluation.

For example, the first agreement on the accession of Norway to the EU was signed in January 1972. In September 1972, however, 54% of Norway's citizens voted against joining the European Union. The main concerns related to the consequences of joining for such national industries as agriculture, fishing and oil extraction. The second time Norway filed an application for accession to the EU was in November 1992. The agreement on the accession of Norway to the EU was signed in June 1994. Nevertheless, in November 1994 citizens one more time on the national referendum voted against their country's membership in the EU. Energy policy became the issue of a dispute again, as Norway did not want to give up control of its vast reserves of natural gas and oil. Besides, fishing policy also became the pain-point because Norway did not want to lose control over its profitable territorial waters[252].

Therefore, Norway did not become the EU member twice, although twice it applied for the accession and even signed agreements on joining the EU. The citizens of Norway did not support the EU membership at the national referendums on accession. Accordingly, public opinion was not considered during the implementation of public policy towards European integration. It was considered only at the final stage of its implementation – evaluation stage before accession to the EU, which might have been too late.

The abovementioned example, as the authors believe, demonstrates the need for the involvement of citizens not only in the evaluation of public policy towards European integration before the accession to the EU, but also in continuous monitoring during its implementation, which is envisaged in the provisions of the Association Agreement.

Switzerland is another example of how public opinion can negatively affect the outcome of the implementation of public policy towards European integration, namely the desire to join the EU. Its citizens voted against joining the EEA at the national referendum in December 1992. After this referendum, the Swiss government decided not to continue European integration policy and not to have the aim of Switzerland's membership in the European Union[253]. The EEA was the proposal of the European Commission to create a large integrated market that would have included at that time twelve EU member states and seven states of the European Free Trade Association (the EFTA): Austria, Finland, Iceland, Liechtenstein, Norway, Sweden and Switzerland. In fact, the EEA has become the first informal step to integrating half of the EFTA states into the EU, namely Austria, Finland and Sweden. These three states became EU members in 1995.

We believe the example of Switzerland is an illustrative one. This is because its public authorities had been continuously monitoring public opinion on the prospects of European integration policy, which had led to the adjustment of public policy of this state towards European integration.

Accordingly, there is the factor of citizens' approval of EU accession on the final stage of successful implementation of public policy towards European integration in addition to other important policy issues, including the irreversibility of reforms and the strategic development of the state

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[252] Dinan D.: *Ever Closer Union. An Introduction to European Integration*, Forth edition: Lynne Reinner Pub, London, 2010, P. 31, 105-107.
[253] The same, p. 106.

in connection with the election of pro-European politicians and political parties by citizens during elections.

However, as the highlighted experience of Switzerland and Norway shows that even with a negative public perception of the EU membership prospects, these European countries still have been integrating more closely into the European Union in various fields.

In view of the above, we consider it appropriate to recommend Ukrainian national authorities to continue implementing public policy of Ukraine's European integration even if the European Union does not offer our country the prospect of obtaining full membership in the nearest future.

It is noteworthy that from 1990 to the present 34 national referendums were held on issues related to European integration[254] in European countries.

Table 3

Level of Public Support for EU Membership in National Referendums, in %

State	Date of referendum	Result, in %	Result (yes/no)
Malta	8 March 2003	53,6%	yes
Slovenia	23 March 2003	89,2%	yes
Hungary	12 April 2003	83,8%	yes
Lithuania	11 May 2003	91%	yes
Slovakia	16-17 May 2003	92,5%	yes
Poland	8 June 2003	77,4%	yes
Czech Republic	13-14 June 2003	77,3%	yes
Estonia	14 September 2003	64%	yes
Latvia	20 September 2003	67%	yes

Source: developed by author based on: *EU Enlargement*, Enterprise Europe Network, London, November 2006, 10 p.; *Referendum ogólnokrajowe w sprawie wyrażenia zgody na ratyfikację Traktatu dotyczącego przystąpienia Rzeczypospolitej Polskiej do Unii Europejskiej*, Państwowa Komisja Wyborcza, http://www.referendum.pkw.gov.pl/sww/kraj/indexA.html.

It should be emphasized that two countries that joined the EU in 2007, namely Romania and Bulgaria, did not conduct national referendums on EU membership. This was due to the high level of public support for European integration, as was shown by nationwide surveys in these countries. For example, in 2004, when Romanian accession negotiations to the EU had been completed, opinion polls showed that 80% of Romanians supported membership of the state in the European Union[255].

It should be emphasized that, as the authors' study and practice of other EU countries show, it is appropriate to hold a referendum at the final stage of accession negotiations, when the date of accession is known. In fact, at that very stage of European integration all candidate states at the time of joining the EU had national referendums, namely a year before the anticipated date of accession to the European Union.

Conclusions

It should be noted that in Ukraine, political parties or civil society representatives sometimes speculate on the need to conduct a national referendum on the accession of the state to the EU. The reason is to ensure that the public expresses its opinion on this strategic goal of Ukraine at the current implementation stage of Ukraine's European integration policy. After all, national referendums allow citizens to express their opinion on certain well-defined, yet important topics, including such events in the EU countries. They are a manifestation of direct democracy in the conditions of functioning of representative democracy in states. In addition, they are some of the tools of information-control mechanism of implementation of public policy.

Given the authors' analysis of European experience in matters of involving citizens to express their opinions about the EU accession at the national referendum, we propose that pre-accession

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[254]EU Related Referendums, European Election Database, http://www.nsd.uib.no/european_election_database/election_types/eu_related_referendums.html.

[255]*EU Enlargement*, Enterprise Europe Network, London, November 2006, P. 4.

referendum needs to be held on the condition of constant monitoring of public opinion concerning the potential Ukrainian membership in the EU and if there is a high rate of public support for European integration.

We need to stress the important influence of the information policy of the state on the formation of positive public opinion. As it is the mechanism of the state information and control for realization of state policy of European integration of Ukraine. In other words, state information policy on EU integration is one of the most important and effective instruments in the information and control mechanism of European integration policy.

Indeed, the state information policy in the field of European integration is competent to form a pro-European public opinion. Accordingly, it is necessary to monitor continuously public opinion on European integration and a possible Ukraine's EU membership in the future as one of the indicators of assessment of public policy towards European integration at the stage of its implementation in order to improve it, especially considering generally favorable opinion of youth towards European integration of Ukraine.

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2.4 YOUTH PARTICIPATION IN 2015 LOCAL ELECTIONS: ANALYSIS OF ELECTORAL STATISTICS

In the 21st century Ukraine faced with two major mass events known as "the Orange Revolution" (2004) and "the Revolution of Dignity" (2013-2014). These events involved a lot of people unsatisfied with the current policies in the street activities. The state powers and the elites were not able to find institutional solutions for these crises of legitimacy in both cases. They had just to react to the pressure of the street and to adapt their politics to popular demands.

The renovation of the political elite could be expected as the straight way to more responsive politics with the leaders able to avoid of the extreme situations. These leaders couldn't emerge from nowhere. And it was natural to expect mass protests to create a new wave of the young political activists. Their sporadic and impetuous activities expected to be converted in the institutional methods of political participation.

The elections represent the most important of these ways in the modern representative democracies. This institution gives the only conventional way for youth to transform its civic activities into public offices, to bring new ideas and values into the real politics.

Thus, running for an office lays in the very foundation of this research. The electoral statistics obtained from the elections identifies not the attitudes and the feelings but the real political behavior. These official data could be the best indicator of the trends and the peculiarities in the participation of the young candidates in the elections.

The electoral cycle

Traditional understanding of youth participation in elections is often measured by the analysis of the activities of the polling day. The act of voting is really one of the most important methods of participation in electoral process. But it should not be observed without its connection to the other phases of electoral cycle. The structure of this cycle can be described in different ways, but the key features are widely recognized.

This structure includes 8 phases: legal framework construction, planning and implementation, training and education, voter registration, electoral campaign, voting operations and election day, verification of results, post-election activities[256].

The electoral statistics provided by the Central Electoral Commission of Ukraine (CEC) badly covers most of the phases. The really precise and consistent data are available on the candidates and the winners of the elections only. Thus, the research is focused on this information.

The author understands that a lot of electoral activities are crucially important for political socialization of the youth (education, voters' registration, observation, working for electoral management bodies and voting). But running for an office is a very special electoral activity since it brings political participation of the person to a new level of opportunities and responsibilities. And the renovation of political elites is impossible without the youth engagement in this process.

Data source and its accuracy

The main and the only source of the general electoral statistics in Ukraine is the CEC. The CEC traditionally creates web-interfaces for public access to the electoral data. Every single election has its own web-interface with its own features and datasets.

The web-interface for 2015 local elections[257] doesn't have any tools for analysis. It provides a user with a couple of datasets and some generalizations. But it is not searchable, and it doesn't allow to create segmentation based on certain characteristics of interest.

The researcher has obtained the raw data from the CEC web-interface[258] and created a searchable database representing youth participation in 2015 local elections. The database contains information on the age, gender, party affiliation, education, occupation and voters support for 208464 candidates

[256]Catt H. (2014) *Electoral Management Design*. Stockholm: Bulls Graphics. P. 16.
[257]Tsentralna vyborcha komisiia Ukrainy – WWW vidobrazhennia IAS "Mistsevi vybory 2015". Retrieved from https://www.cvk.gov.ua/pls/vm2015/wm001.html
[258]Ibid.

included in party lists. It also provides the researcher with the ability to generalize based on the type of elections, oblasts and regions of Ukraine.

At the same time the CEC does not provide information on all the candidates at the town and village elections. The data on the winners only are available. The same approach was used to represent the results of the proportional elections: the date on the voters' support is available on the candidates in the winning party lists only. Thus, the CEC published information on 113755 elected deputies in total[259]. But the absent data make impossible producing some generalizations on the winners of the elections. The most consistent data represented the mayoral elections (2722 candidates)[260].

Operating with the searchable database makes it possible to check at some point the accuracy of the data provided by the CEC to the public. The data on age of the candidates was chosen to check possible mistakes and typos. The analysis gave just 4 records with obvious mistakes. According to the CEC data two candidates were born in 2048 and one candidate was born in 1089. One more candidate was born in 1998 and should not be eligible to run for an office at all. This number of mistakes is not critical for the research, but it makes some doubts if the CEC checked the data itself.

Categories of analysis

The lawmakers defined the youth in Ukraine as a group of the citizens of Ukraine from 14 to 35 years old[261]. The Constitution of Ukraine guarantees the right to vote at the local elections and to run for a local office to the citizens aged 18 or over[262]. That's why this research will refer to the youth as a group of Ukrainian citizens from 18 to 35 years.

Formally persons from 35 years old are excluded from the youth according to the law. But the electoral process is not measured by the date of the elections. Electoral campaign may last several month and preparations for the campaign may last even longer. Given the 25 of October 2015 as the date of elections[263] the research considers all the candidates born in 1980. This approach helps to avoid of losing data of the candidates started their campaigns belonging to the youth and finished not belonging to the youth anymore.

The geography of the research uses formal administrative division of Ukraine[264]. The territory is divided into 24 provinces (oblasts) and the Autonomous Republic of Crimea (ARC). Two cities (Kyiv and Sevastopol) have special statuses and do not belong to oblasts. The research operates only with the territories where the local elections were successfully held in 2015. The ARC, Sevastopol and some district of Donetsk Oblast and Luhansk Oblast are not represented in the analysis by this reason.

The levels of elections are ranked in accordance with this division[265]. They include elections to oblast councils, city councils, district councils in seven cities, raion councils, town councils and village councils. The research also operates with the mayoral elections in the cities. Some data represent elections in the administrative centers of the oblasts and in the capital of Ukraine separately.

The research also operates with regions. They are traditionally used by pollsters to identify oblasts with similar electoral and political behavior[266].

There are 4 regions: the Western Region (Zakarpattia Oblast, Volyn Oblast, Rivne Oblast, Lviv Oblast, Ivano-Frankivsk Oblast, Ternopil Oblast, Chernivtsi Oblast, Khmelnytskyi Oblast), the Central Region (Zhytomyr Oblast, Vinnytsia Oblast, Kirovohrad Oblast, Cherkasy Oblast, Poltava Oblast, Sumy Oblast, Chernihiv Oblast, Kyiv Oblast, Kyiv), the Southern Region (Odesa Oblast, Mykolaiv Oblast, Kherson Oblast, Zaporizhia Oblast, Dnipropetrovsk Oblast) and the Eastern Region (Kharkiv Oblast, Donetsk Oblast, Luhansk Oblast).

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[259]Ibid.

[260]Ibid.

[261] Zakon Ukrainy *Pro spryiannia sotsialnomu stanovlenniu ta rozvytku molodi v Ukraini*. Retrieved from https://zakon.rada.gov.ua/laws/show/2998 – 12

[262]*Konstytutsiia Ukrainy*. Retrieved from https://zakon.rada.gov.ua/laws/show/

[263]Tsentralna vyborcha komisiia Ukrainy – WWW vidobrazhennia IAS "Mistsevi vybory 2015". Retrieved from https://www.cvk.gov.ua/pls/vm2015/wm001.html

[264]*Konstytutsiia Ukrainy*. Retrieved from https://zakon.rada.gov.ua/laws/show/

[265]Ibid.

[266]National exit – poll 2014: who conducts, methodology, public release of the results. *Kyiv international institute of sociology.* Retrieved from https://www.kiis.com.ua/?lang=ukr&cat=reports&id=409&page=4&t=4

The electoral systems

The local elections in 2015 were quite innovative as the law had introduced two new types of electoral systems for the local elections[267].

The elections for local councils of cities, oblasts, raions and city districts were held under the list proportional representation with ranking party lists. It was not possible to run for an office for an independent candidate. All the candidates in the single party list were bounded to their own electoral districts. Their order in the list was not predetermined by the party but was formed according to the share of the votes they had obtained in their districts. The only exclusion was made for "the first candidate". This candidate had the guaranteed first place in the party list and didn't represent any district. The voter had only one vote counted as a vote both for a party and for its candidate in a district. The threshold (5%) was established for parties to be allowed to take part in the mandate's distribution.

The elections of the mayors of the cities with the population of 90000 people and more were held with the help of the two-round system at the first time in Ukraine. Majority of the popular vote was required to win the first round. Otherwise two best placed candidates took part in the second round. Plurality of the popular vote was enough to win in the second round. The rest of the elections in the cities, towns and villages were held under the plurality rule and the first past the post electoral system.

Age distribution

In the 21st century Ukraine faced with two revolutions. One could expect a splash in political activity of the generations involved in those mass events. The distance between the revolutions was almost 10 years. So, electoral statistics could show both short-term and long-term effects of those events. But the figures do not provide the researcher with the evidences of existence of these effects.

Table 1

Age distribution of candidates in party lists at 2015 local elections[268]

Age	Number of candidates	Age	Number of candidates	Age	Number of candidates	Age	Number of candidates
91+	3	*71-75*	966	*51-55*	28 073	*31-35*	26356
86-90	7	*66-70*	4 374	*46-50*	28 036	*26-30*	19500
81-85	54	*61-65*	10 608	*41-45*	30 160	*21-25*	9663
76-80	437	*56-60*	20 221	*36-40*	28 330	*under 21*	1673

The diagram (Fig. 1) shows rather a normal (Gaussian) distribution. No expected splashes can be identified.
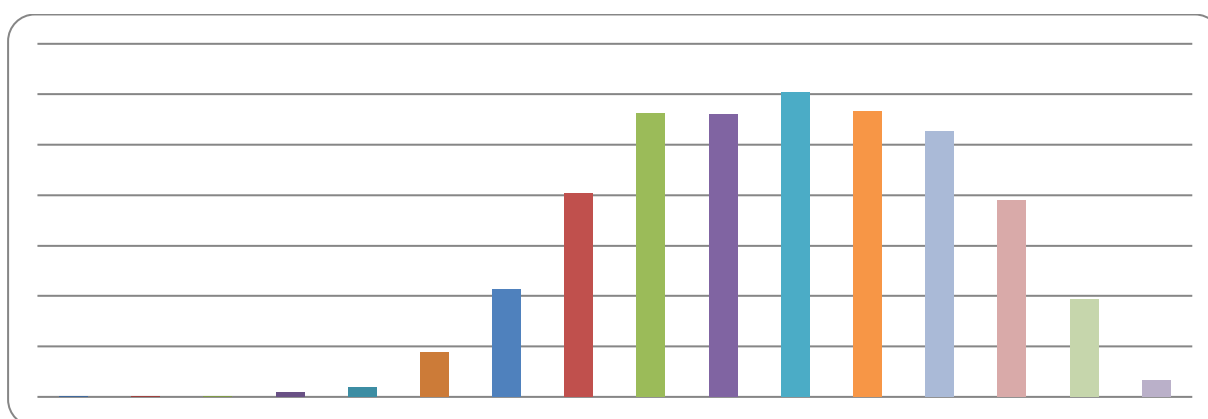
Fig 1. Number of candidates in party lists at 2015 local elections by their age[269]

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[267] Zakon Ukrainy*Pro mistsevi vybory*. Retrieved from https://zakon.rada.gov.ua/laws/show/595 – 19

[268]Based on the data from the source: Tsentralna vyborcha komisiia Ukrainy – WWW vidobrazhennia IAS "Mistsevi vybory 2015". Retrieved from https://www.cvk.gov.ua/pls/vm2015/wm001.html

[269]Ibid.

More precise analysis of the candidates under 35 years old confirms these conclusions. The only deviation from the stable rise of the quantity of candidates with the rise of their age can be found in the group of 32 years old candidates.

Age distribution of the young candidates in party lists at 2015 local elections[270]

Age	Number of candidates	Age	Number of candidates	Age	Number of candidates	Age	Number of candidates
35	5 639	*30*	4 594	*25*	2 621	*20*	875
34	5 357	*29*	4 350	*24*	2 319	*19*	531
33	5 189	*28*	3 894	*23*	*1969*	*18*	266
32	5 345	*27*	3 560	*22*	*1569*		
31	4 826	*26*	3 102	*21*	*1185*		

The absence of the visible splashes of political activities in the form of running for office can have several explanations. The first one is based on the assumption that all the age groups were involved in those activities proportionally to their normal rates of activity. The second one assumes that the mass youth activity at the streets during two revolutions was not converted into stable forms of political activism like being a candidate for a public office.

Gender balance

The electoral law introduced a gender quota rule for the local elections in 2015[271]. The quota rule was applied to the proportional electoral system only. It makes parties to include in each list not less than 30 percent of the candidates of each gender. In fact, the electoral statistics shows the domination of male candidates in the lists.

Gender distribution of candidates in party lists at 2015 local elections[272]

Candidates	Percent of male candidates	Percent of female candidates	Difference
All	64,4	35,6	28,8
Aged over 35	64,8	35,2	29,6
Young candidates	63,4	36,5	26,9

The dataset also demonstrates that female candidates are more likely to take part in the elections being young. Detailed step by step analysis shows a whole picture.

The differences between the share of female and male candidates are significantly lower in the groups of 18-23 years old candidates. Female candidates even prevail among the 19 years old candidates. The most significant shift in the difference between the share of male and female candidates is observed between the ages of 23 and 24 years. This fact can be explained in different ways. But it must be stressed, that it happens just at the period of graduation from the universities. The results of the survey[273] witness the changes in the priorities of the young people. From 20 to 24 they are mostly focused on their work and favorite activities. But later they are mostly focused on the children related

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[270]Based on the data from the source: Tsentralna vyborcha komisiia Ukrainy – WWW vidobrazhennia IAS "Mistsevi vybory 2015". Retrieved from https://www.cvk.gov.ua/pls/vm2015/wm001.html

[271] Zakon Ukrainy *Pro mistsevi vybory*. Retrieved from https://zakon.rada.gov.ua/laws/show/595 – 19

[272]Based on the data from the source: Tsentralna vyborcha komisiia Ukrainy – WWW vidobrazhennia IAS "Mistsevi vybory 2015". Retrieved from https://www.cvk.gov.ua/pls/vm2015/wm001.html

[273]Volosevych I. (2015) *Molod Ukrainy – 2015.* Kyiv. – S. 10. Retrieved from http://www.un.org.ua/images/documents/3685/Molod_Ukraine.pdf

affairs. This priority is especially immanent to the young women. Thus, the introduction of the gender quotas didn't lead to equal representation of the youth of both genders in the local councils.

Table 4

Gender distribution of young candidates in party lists at 2015 local elections[274]

Age	Number of male candidates	Number of female candidates	Percent of male candidates	Percent of female candidates	Percentage difference
35	3 631	2 008	64,4	35,6	28,8
34	3 432	1 925	64,1	35,9	28,2
33	3 359	1 830	64,7	35,3	29,4
32	3 487	1 858	65,2	34,8	30,4
31	3 164	1 662	65,6	34,4	31,2
30	2 949	1 645	64,2	35,8	28,4
29	2 799	1 551	64,3	35,7	28,6
28	2 443	1 451	62,7	37,3	25,4
27	2 259	1 301	63,5	36,5	27,0
26	1 944	1 158	62,7	37,3	25,4
25	1 669	952	63,7	36,3	27,4
24	1 468	851	63,3	36,7	26,6
23	1 178	791	59,8	40,2	19,6
22	907	662	57,8	42,2	15,6
21	696	489	58,7	41,3	17,4
20	510	365	58,3	41,7	16,6
19	259	272	48,8	51,2	-2,4
18	144	122	54,1	45,9	8,2

Regional trends

The analysis showed significant differences in the shares of young candidates in different oblasts of Ukraine and its capital. Voters in Kyiv faced with 42,1% young candidates. And the highest share outside the capital was noted at the level of 34,4% in Lviv Oblast.

The lowest share was observed in Luhansk Oblast – 19%. The share in Donetsk Oblast is also one of the lowest – 21,8%. It could be explained by the hostilities in the region. But some regions demonstrate similar results. Zaporizhia Oblast with its share of 21,6% is placed even lower in the raankings than Donetsk Oblast.

One can suppose that the young people of some regions were not going to stay there and did not want to run for offices by this reason. But the results of the survey[275] showed a very weak negative correlation (-0,242) between these two characteristics (share of the young candidates and share of the young people wanted to leave their settlements).

It could be supposed that the share of the young candidates should correlate with the share of the active young people in the oblast.

But the results of the survey[276] didn't prove this hypothesis too. The share of the young candidates in the party lists has a very weak positive correlation (0,236) with the share of the young people who had taken part voluntary in public activities in last 12 months.

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[274]Based on the data from the source: Tsentralna vyborcha komisiia Ukrainy – WWW vidobrazhennia IAS "Mistsevi vybory 2015". Retrieved from https://www.cvk.gov.ua/pls/vm2015/wm001.html
[275]Volosevych I. (2015) *Molod Ukrainy – 2015*. Kyiv. – S. 59. Retrieved from http://www.un.org.ua/images/documents/3685/Molod_Ukraine.pdf
[276]Ibid.

Table 5

**Young candidates in party lists at 2015 local elections by oblast
(% of total number of candidates in oblast)[277]**

Oblast / City	Percent of young candidates	Oblast	Percent of young candidates	Oblast	Percent of young candidates
Kyiv	42,1	Ternopil Oblast	29,0	Kharkiv Oblast	23,0
Lviv Oblast	34,3	Poltava Oblast	25,7	Vinnytsia Oblast	22,9
Chernivtsi Oblast	33,2	Zhytomyr Oblast	25,6	Mykolaiv Oblast	22,1
Ivano-Frankivsk Oblast	33,0	Sumy Oblast	25,3	Kherson Oblast	22,1
Kyiv Oblast	32,3	Khmelnytskyi Oblast	25,0	Donetsk Oblast	21,8
Zakarpattia Oblast	31,8	Odesa Oblast	24,4	Zaporizhia Oblast	21,6
Dnipropetrovsk Oblast	31,3	Chernihiv Oblast	24,3	Luhansk Oblast	19,0
Rivne Oblast	30,0	Kirovohrad Oblast	23,7		
Volyn Oblast	29,1	Cherkasy Oblast	23,5		

Another explanation can be obtained with the help of regions generalizations.

Table 6

**Young candidates in party lists at 2015 local elections by region
(% of total number of candidates in the region)[278]**

Region	West	Center	South	East
Percent of the young candidates	30,0	27,0	25,7	22,2

The figure provides a clear witness of the regional trends. Its visualization at the map (Fig. 2) gives even better understanding of the differences between the oblasts and regions.

Party lists in the Eastern Region included significantly lower number of young candidates. This fact can be explained by the conservativeness of local political elites. Almost the same is applied to the Southern Region. Its relatively high result was mostly determined by the candidates from Dnipropetrovsk Oblast (31,3%). The rest oblasts of the region have got just 21,6% – 24,4%. Similar anomaly is presented in the Western Region. Vinnytsia Oblast (22,9%) and Khmelnytskyi Oblast (25%) are far from the diapasone of the rest oblasts of the region (29-33,4%).

Party affiliation

The proportional electoral system forced all the candidates to establish cooperation with political parties since it was not possible to run for an office as an independent candidate. But it was possible to be included in the list without being a member of political party.

41,7% of the candidates mentioned their party affiliation at the registration papers. This share among the young candidates is even larger – 43,8%. The regional analysis shows a strong positive correlation (0,958) between the share of the young candidates among the party affiliated candidates and the share of the young candidates among all the candidates in the region.

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[277]Based on the data from the source: Tsentralna vyborcha komisiia Ukrainy – WWW vidobrazhennia IAS "Mistsevi vybory 2015". Retrieved from https://www.cvk.gov.ua/pls/vm2015/wm001.html
[278]Ibid.

Fig 2. Young candidates in party lists at 2015 local elections by oblast
(% of total number of candidates in oblast; no data for the ARC and Sevastopol)[279]

The introduction of the first candidate institute makes it possible to analyze the share of young leaders at the local elections. 21,3% of the first candidates were young candidates. This is lower than the share of the young candidates among all the candidates (27,4%). And it looks natural since political leadership is traditionally associated with some experience.

Table 7

The 1ˢᵗ young candidates in party lists at 2015 local elections by oblast
(% of total number of the 1ˢᵗ candidates)[280]

Oblast / City	The young 1ˢᵗ candidates	Oblast	The young 1ˢᵗ candidates	Oblast	The young 1ˢᵗ candidates
Zakarpattia Oblast	32,0	Poltava Oblast	21,2	Chernihiv Oblast	16,9
Ivano-Frankivsk Oblast	30,1	Dnipropetrovsk Oblast	20,9	Kharkiv Oblast	16,5
Chernivtsi Oblast	28,3	Cherkasy Oblast	20,9	Odesa Oblast	16,0
Lviv Oblast	28,0	Zhytomyr Oblast	20,7	Zaporizhia Oblast	15,5
Ternopil Oblast	25,7	Mykolaiv Oblast	19,0	Kherson Oblast	15,0
Kyiv Oblast	25,6	Sumy Oblast	18,5	Donetsk Oblast	13,9
Volyn Oblast	23,6	Kirovohrad Oblast	18,2	Luhansk Oblast	12,5
Khmelnytskyi Oblast	23,4	Rivne Oblast	18,2		
Kyiv	22,5	Vinnytsia Oblast	17,8		

[279]Based on the data from the source: Tsentralna vyborcha komisiia Ukrainy – WWW vidobrazhennia IAS "Mistsevi vybory 2015". Retrieved from https://www.cvk.gov.ua/pls/vm2015/wm001.html
[280]Ibid.

Regional analysis shows a strong correlation (0,738) between the share of the first young candidates among the party first candidates and the share of the young candidates among all the candidates in the region. The correlation is strong, but it is not so far from a moderate value. This can be explained by the fact that in some region's parties were willing to include a lot of young candidates but were not ready to entrust them the leadership. The best examples of this politics can be found in Kyiv and Rivne Oblast. The differences in the shares are 20,8% and 14,1% respectively. The lowest differences are observed in Khmelnytskyi Oblast (1,1%), Ivano-Frankivsk Oblast (2,9%) and Zakarpattia Oblast (3%).

Table 8

The 1st young candidates in party lists at 2015 local elections by region
(% of total number of the 1st young candidates in the region)[281]

Region	West	Center	South	East
Percent of the 1st young candidates	25,2	20,8	17,6	15,2

The same trends as for the share of young candidates in party lists can be found in regions. The Western Region extended its lead over the Central Region. And the Central Region extended the lead over the Southern Region. While the Southern Region and the Eastern Region became closer. These facts can be considered as a proof conservativeness of the local political elites in spme regions.

Levels of elections

The young candidates' representation in the party lists was highly depended on the type of the council according to the territorial subdivision of Ukraine. The highest percent of the young candidates could be found in the lists at the elections of the district councils in the cities – 43,23%. These district councils exist in 7 cities of 6 oblasts only. But the share of the young candidates in the party lists at the elections in these cities is extremely high.

These councils could become starting positions for political careers of the young people, but they are absent in the most oblasts.

Table 9

The young candidates in party lists at 2015 local elections by the territorial subdivision
(% of total number of candidates at the respective elections)[282]

Level of elections	Ukraine	Kyiv	West	Center	South	East
Oblast council	24,77	-	26,18	23,53	24,49	23,54
City council (all)	31,77	42,14	34,96	31,84	28,56	25,53
City council (oblasts' centers and Kyiv)	37,53	-	43,13	39,30	27,61	34,62
District council in a city	42,23	-	-	42,67	42,00	-
Raion council	22,84	-	26,46	21,80	19,25	17,89

It is important that the highest differences in the share of the young candidates in the party lists are identified at the elections to the councils of the administrative centers of oblasts. The share of the young candidates is the highest in the Western Region and the lowest in the Southern Region. The Eastern Region shouldn't be taken into account at this case since the elections were held in Kharkiv only. That's not enough to make generalizations.

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[281]Based on the data from the source: Tsentralna vyborcha komisiia Ukrainy – WWW vidobrazhennia IAS "Mistsevi vybory 2015". Retrieved from https://www.cvk.gov.ua/pls/vm2015/wm001.html
[282]Ibid.

Winners

Average candidate in the winning party list obtained 15,081% of the votes in the district. Voters' support of the young candidates in these lists was lower – just 12,583%. The same trend was for the elected deputies. The average share of the votes for the successfully elected candidate was 32,473%. And the average young candidate was able to collect 28,818% of the votes in the district. These observations proved the approached used by the parties to select their candidates – older candidates got higher level of support from the electorate.

Table 10

Average voters' support of the candidates in the winning lists by region[283]

Region	*West*	*Center*	*South*	*East*
Average support of the candidates in the winning party list	14,44	14,13	15,70	21,47
Average support of the young candidates in the winning party list	12,23	11,70	13,61	17,31

The data separated by region represents some other interesting trends. The average level of support for the young candidates in the winning lists was very close in all the regions with the only exception – the Eastern Region. The votes in this region are less dispersed. Less young candidates were included in the party lists there, but they got greater share of the votes.

The total share of the young winning candidates among the winning candidates at all was 26,73%. This figure was very close to the share of the young candidates among all the candidates (27,4%).

But the electoral systems and the types of settlement made the difference. The young winners got 27,77% of the seats at the town councils and the village councils' elections under the plurality rule in the single member districts.

The proportional system was less favorable for the young candidates: just 23,36% of the elected candidates were young. And the mayoral offices expectably were the less contested by the youth. Just 463 of 2722 candidates were young (17,01%)[284].

Conclusion

The analysis of electoral statistics from the 2015 local elections revealed and proved some trends and peculiarities in the youth participation in the local elections:

• The age distribution of the candidates in the party lists is normal. No massive wave of young candidates can be identified.

• The young candidates are included in the party lists in the Western and the Central Ukraine far more often than in the Southern and in the Eastern Ukraine.

• The young candidates gain significantly lower support of the voters than their older colleagues throughout all the regions of Ukraine.

• The young candidates win a greater share of seats under the plurality rule in the single member districts at the elections to the town and to the village councils than in the bigger settlements under the proportional representation.

• The greatest share of the young candidates can be found at the elections to the district councils in the cities. These elections are suitable for the young candidates, but they are held in seven cities only.

All these trends are still to be thoroughly studied in the special researches. The author supposes comparative cross-temporal researches to be especially important and expects some more valuable results for the real politics.

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[283]Based on the data from the source: Tsentralna vyborcha komisiia Ukrainy – WWW vidobrazhennia IAS "Mistsevi vybory 2015". Retrieved from https://www.cvk.gov.ua/pls/vm2015/wm001.html
[284]Ibid.

References:

1. Catt H. (2014) *Electoral Management Design*. Stockholm: Bulls Graphics. [in English].

2. Konstytutsiia Ukrainy*: pryiniata 28 chervnia 1996 roku № 254к/96-BP [The Constitution of Ukraine: June 28. 1996 No. 254к/96-BP]*. Retrieved from https://zakon.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80 [in Ukrainian].

3. National exit-poll 2014: who conducts, methodology, public release of the results. *Kyiv international institute of sociology*. Retrieved from https://www.kiis.com.ua/?lang=ukr&cat=reports&id=409&page=4&t=4 [in English].

4. Tsentralna vyborcha komisiia Ukrainy – WWW vidobrazhennia IAS "Mistsevi vybory 2015" *[The Central Electoral Commission of Ukraine: WWW interface of the IAS "Local elections – 2015"].* Retrieved from https://www.cvk.gov.ua/pls/vm2015/wm001.html [in Ukrainian].

5. Volosevych I. (2015) *Molod Ukrainy – 2015 [The youth of Ukraine – 2015]*. Kyiv. Retrieved from http://www.un.org.ua/images/documents/3685/Molod_Ukraine.pdf [in Ukrainian].

6. Zakon Ukrainy *Pro mistsevi vybory: pryiniatyi 14 lypnia 2015 roku № 595-VIII [Law of Ukraine On the local elections: July 14. 2015 No. 595-VIII]*. Retrieved from https://zakon.rada.gov.ua/laws/show/595-19 [in Ukrainian].

7. Zakon Ukrainy *Pro spryiannia sotsialnomu stanovlenniu ta rozvytku molodi v Ukraini: pryiniatyi 5 liutoho 1993 roku № 2998-XII [Law of Ukraine On the assistance to social formation and growth of youth in Ukraine: February 5. 1993 No. 2998-XII]*. Retrieved from https://zakon.rada.gov.ua/laws/show/2998-12 [in Ukrainian].

2.5 THE FORMATION OF CIVIL AWARENESS OF MODERN RURAL YOUTH

The Ukrainian integration processes to European standards imply a high level of understanding not only fulfilling the political and economic essence of the country's development in the proper way, but forming the consciousness of Ukrainians, which would meet the standards of development, stability and harmony as well. Thus, the key pledges of the future are put on the youth, fore mostly on its consciousness.

The solution of the young people civic education issues is based on the scientific researches of H. Kostiuk, S. Maksymenko, V. Kremen, S. Rubinstein. The philosophical aspect of the personality's civic position shaping is presented in the works of V. Kuzia, M. Stelmakhovych, V. Sukhomlynskyi, O. Sukhomlynskyi, H. Filipchuk, H. Filonov; psychological substantiation of the issue of specialist-citizen forming is disclosed in the researches of O. Aleksieieva, I. Bekh, M. Boryshevskyi, O. Kyrychuk, T. Yatsenko, etc.

V. Sukhomlynskyi emphasized the great role of consciousness in the moral and spiritual development of an individual. According to the teacher, awareness and self-awareness as a process include the following basic components: self-understanding, emotional experience and self-assessment, which formation should be goaled at creating good for people. The core purpose of modern civic education, by O. Sukhomlynskyi's definition, is «to prepare young people for living in a civil democratic society in an interconnected world; recognizing and accepting of values that are determinative for a given society»[285].

The essence of personality consciousness lies in the unity of self-knowledge, emotional-value attitude to oneself, self-regulation of behavior and activity. The lack of need for self-knowledge negatively affects the personal and public life of an individual that leads to distortion of the self-development program. Only objective self-assessment allows formulating the own values of life and determining the choice of civic values[286].

As M. Boryshevsky rightly points out, self-consciousness is organically interconnected with all spheres of vital activity of a citizen's personality, having direct or indirect relation to all manifestations of human spirituality. The structure of spirituality as a multidimensional system includes the consciousness and self-consciousness of a person, which reflect his most urgent vital needs, interests, views, attitude to himself and to the surrounding reality. A characteristic feature of such needs, interests, attitudes, attitudes (which can act both as certain personal characteristics and as value orientations) is their organic unity with the goals of human life, their direct or indirect connection with morality

The level of development of civic consciousness and consciousness can be judged on the basis of an analysis of how much a person has mastered a certain system of socially significant values, to what extent they actually define his civic essence. The system of civic values of the individual underlies the formation of civic consciousness. In general, civic consciousness is characterized by certain moral, social, and political qualities of a person, which are formed throughout life, but the most powerful such formation occurs at a young, student age.

Transformation of Ukrainian statehood into the new standards of European character requires, first of all, rethinking by the young people of their moral values, inner attitude to everything that surrounds them, a desire to be involved in shaping their lives and the life of the whole country. It is difficult to call our Ukrainian society civil, however, we are moving in this direction. Nevertheless, great amount of young people is passively aware of this process, and the most of such youth is rural.

For this reason, it is significant to draw its attention to these processes, to disclose the potential of patriotically-minded, active citizens of the own country and to use it in speeding up the general formation of civic consciousness that will allow a specific locality and a region to reach the level of a European model. Modern Ukraine is in dire need of active and involved citizens, who are

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[285]Sukhomlinskaya O. Civic Education: Heritage and Modernity / O. Sukhomlinskaya // Management of Education. – 2005. – No. 24, December – P. 3.

[286]Boryshevsky M.I. The development of civic orientation: a monograph / Boryshevsky M.I., Yablonskaya T.M., Antonenko V.V.; for the total. ed. M.Y. Boryshevsky. – K., 2007. – 186 p.

characterized by civic culture and consciousness, the need public activity, the sense of duty, patriotism, justice and ability to make conscious moral choices. Therefore, educating the civic consciousness of the youth, including the rural youth, is one of the conditions for becoming a person, which can restore society and national spirit and to develop an idea of statehood aimed at a man.

The process of education of civic qualities should be proactive in the state-making process. It should become a means of revival of national culture, an incentive for awakening of such high moral qualities as conscience, patriotism, humanity, sense of civic and self-esteem, creative initiative, etc.; a means of self-organization, personal responsibility of children and youth; a pledge of civil peace and harmony in society.

Undoubtedly, civic education in today's educational process is extremely important. A full-fledged personality formation cannot be positively implemented without a civic foundation. Today, it is more important than ever to direct children and young people to the choice of civic-national ideals and values in their lives. Comprehensive upbringing of a growing personality in our time does not make sense without a civic component.

The process of using and engaging in leisure activities significantly influence the formation and growing up of young people. However, we could face a failure in providing the right conditions in rural areas. Leisure can become an area of comprehensive and moral development, when it is marked by purposefulness, organization, well-founded alternation of different activities and positive communication. Despite this, in Ukrainian rural youth, such signs are not preserved; and the core reason (but not the only one) is the lack of infrastructure, funding and adults, who would be interested in the leisure activities of the younger generation, using the necessary tools, methods, forms in shaping the civic consciousness, i.e. active, patriotic, purposeful, responsible and disciplined citizens of their country.

There are hundreds of community formations in Ukraine today, covering various areas of work, and many of them can and should encourage the promotion of projects involving young people of both school age and students in various leisure activities that will develop the quality of citizenship.

Thus, it can be concluded that among the factors that provide stimulation of the process of formation of civic qualities and beliefs, an important place should belong to socio-cultural activities through the involvement of public formations, European and Ukrainian grants, projects.

A characteristic of developed countries is the new approach to culture as a whole and to the organization of cultural and leisure activities. There is a growing awareness that spare time and leisure effectively contribute to the formation of high spirituality, civility, physical excellence, meeting the interests and needs of young people in communication, creative development, socialization of personality, and its proper organization is able to alleviate social tension, even translate it into social tension. channel. Leisure organization is regarded as a stabilizing factor of society[287].

Studies on socio-cultural activities were carried out by such researchers as: A. D. Zharkov, T. G. Kiselev, Yu. D. Krasilnikov, Yu. A. Streltsov, B. A. Titov et al. Leisure activities also open up a wide space for the realization of social functions. All joint actions create preconditions for a better understanding of the mechanisms of personality formation in the sphere of leisure and more effective use of various means and methods of cultural leisure organization for this purpose.

The study of the practical activities of the extracurricular time of rural youth in civic education has proved: the work is almost never carried out or treated formally; lack of systematic measures are not sufficiently defined for educational purpose; there is no elaborated methodology for the formation of youth citizenship in extracurricular work, in institutions of socio-cultural sphere (which are practically non-existent in the territories of villages, or they are in a destructive state).

Organizational and educational work should teach rural youth to consider civic opinion and accepted norms of behavior. It should help to realize positive customs and traditions, to promote the development of a humanistic-oriented personality, with a sense of dignity and awareness of high value of freedom and democracy, who respects human rights and freedoms and is able to protect these rights. In our opinion, such forms of work as the interest clubs with clear discipline forming,

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[287]Ghazaryan I.R. Communication as the basis for effective management staff: textbook. benefits / I.R. Ghazaryan, S.P. Mrozov. – Chita: ChitGU, 2011. – 159 p.

an assistance in election campaigns, the school orderliness staffs and youth parliaments organizing, participation in the human rights campaigns, military-patriotic camps and scout clubs, etc., could contribute to the purpose distinguished above.

Another requirement of time is the economic culture of the individual, which as a component of citizenship implies the presence of such qualities as respect for private property, the results of human activity, the sense of the owner, the satisfaction of their own usefulness, the feeling of joy of achieving personal economic success and success of other people, belief in own opportunities in achieving material well-being. For the formation of these qualities in rural youth cultural and leisure activities can be used such forms of work as business clubs, training workshops, labor and recreation camps, labor exchanges, auctions, fairs, role plays, festivals, etc. It is also worth highlighting separately in the formation of the civic consciousness an ecological culture that is comprehensively formed and developed through the creation and active activity of nature protection staffs, ecological hiking trips, green patrol, meetings, excursions, olympiads, competitions, landscaping with the participation of children, youth, parents others.

Thus, we consider the civic consciousness of rural youth as a complex of legal culture, ecological and moral culture, patriotism, using the intellectual, emotional-will and practical aspects of youth as a member of society. The formation of civic consciousness is of the utmost significance because the very feeling of citizenship makes each person to feel part of a state, responsible for his or her affairs and, at the same time, to force the state to be responsible for its people.

One of the active forms of involvement of rural youth for active recreation and the formation of civil consciousness must be social projects.

Social the project is designed for social innovation, whose goal is the creation, modernisation or maintenance in the environment of material or spiritual values, which has temporal, spatial, and resource constraints and its impact on people's recognizes a positive according to their social value[288].

In the context of preparing young people for the implementation of social projects V. I. Pometun defines them as a set of practical actions aimed at solving specific social problems of local community and youth participation in such projects contributes to the development of her emotionally-value attitude to social life, activity, personality, desire for civic action and effective communication.[289].

The implementation of social projects is a global platform for youth socialization. The simplest forms of work, extremely needed for rural youth, are the following: cultural and artistic programs (traditional concerts, festivals and competitions), volunteer programs (participation in charity events and marathons), leadership programs (activist schools), creation of social advertising (posters and videos), participation in interactive theaters, etc.[290] Such kind of educational activity is a way of preventing negative phenomena among young people. Moreover, this format of meetings is very effective, fruitful and exciting.

Also, a mechanism of the youth initiatives' implementation in a countryside and the expression of opinion should be the activities of youth organizations. Rural youth should take an active public position and generally change a life of the regional youth and young people's leisure for the better. We strongly recommend creating a Youth Parliament in a countryside, engaging with other villages and regions and not only executing, but also creating social projects on their own, learning to seek funding, thereby realizing young people as individuals.

Student self-government is a substantial factor in developing of society, identifying of potential leaders, shaping of their management and organizational skills in working with a collective, forming of the nation' future elite leaders.

[288]Chmikhalo E.I. Some aspects of the development of cultural and leisure activities in foreign countries and its staffing. – Cultural and educational activity in modern conditions: Abstracts of sciences. Conf. – K.: CDIC, 2004.

[289]Plyshevsky V.G. Forecasting, designing and modeling in social work. – M.: Social and Technological Institute of MGUS, 2001. – p.95.

[290]Pometun O.I Youth chooses action: Social designing – a new approach to youth education // Project method: traditions, perspectives, life results: Practically oriented collection. – K.: Department, 2003. – p. 327-330.

The most socially active person can be competitive in the modern world; the most integral, spiritually rich and creative person is able to manage the future as one should, and only such a person can confidently face the new[291].

It is also recommended to promote motivation in rural areas to volunteer activity, to master the basic knowledge and skills required for volunteer work, as well as to develop social activity, skills of conscious and active development of the own lives. It is enough to create a club for these purposes. Volunteers will have an opportunity to conduct educational events, charity festivals and exhibitions, as well as carry out systematic work with disabled children and the elderly. The result is the revival of national traditions of charitable activity, the development of early social activity in the youth and the awareness of social position, the cultivation of a sense of self-awareness, self-significance and creative initiative. It also helps to increase the level of preparedness of rural youth for changes in the social environment.

The countryside and the respective regions have all the necessary facilities for the creation of patriotic camps, the route of Scout clubs, tourism, etc.

The Concept of National Patriotic Education of Children and Youth states: "At the present stage of development of Ukraine, when there is a direct threat of denationalization, loss of state independence and falling into the sphere of influence of another state, there is an urgent need to reconsider what has been done and implement systematic measures aimed at targeting children and youth – formation of a new Ukrainian, acting on the basis of national and European values:

– respect for national symbols (Coat of Arms, Flag, Anthem of Ukraine);
– participation in the social and political life of the country;
– respect for human rights;
– rule of law;
– tolerant attitude towards values and beliefs of representatives of other culture, as well as to regional and national-linguistic peculiarities;
- equality of all before the law;
- willingness to defend the sovereignty and territorial integrity of Ukraine[292].

The active involvement of rural youth in social activities helps young people acquire a positive life experience, provides a theoretical and practical implementation of measures aimed at the development of a successful personality with active life position, prevents the growth of negative phenomena in the youth environment, the lack of crime among young people.

Priority expedient to take active methods, the application of which is based on a democratic style of interaction, fosters critical thinking, initiative and creativity. Such methods include: socio-project activities, situational role-playing, method bleachers, socio-psychological trainings, intellectual, auctions, games, dramatization, creation of problem situations and situations of success, conflict analysis, models, styles of behavior.

During educational activities with rural youth, it is advisable to use educational debate, which is an important means of development for both students and students of critical thinking and reasoning skills. It is also necessary to intensify the activities of historical clubs in schools, where young people will have the opportunity to become more familiar with the pages of our history, to feel the identity and uniqueness of the culture of representatives of all nations that make up the Ukrainian political nation.

Determining the most optimal forms of educational work on the formation of patriotic, civic feelings in rural youth, it is necessary to take into account their age and individual characteristics.

For example, young students have little social and moral experience, high emotionality, vulnerability and at the same time plasticity to moral and ethical influences, impulsiveness, immediacy of behavior, so the most effective for them may be such forms of work as situational role-playing, plot-playing game, dramatization game, staging, conversation game, traveling game, excursion, play exercise, collective creative panel, conversation, holiday, group work, album design, imaginary

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[291]Vlasyuk I.I. Development of social initiatives of student youth. Student social projects // Proceedings of the All-Ukrainian Scientific-Practical Conference "Social and pedagogical principles of formation of civil liability in students" (April 24-25, 2018).
[292]Kulchytska O.I Diagnosis of the level of creativity development // Gifted child / O.I. Kulchytska. – 2007. – p.42-44.

journey, competitions, storytelling, modeling me, staging, quiz, picture exhibition, raid operation, fair, charity event, sports, theater, puppet theater, fun starts, relay races and more.

Given the age characteristics of students in grades 5-9, it is advisable to apply such forms of interactions as communication hours, class meetings, class leader hours, questionnaires, meetings, frank conversations, educational training, solidarity fair, competition, express games, family holiday, role-playing game, quiz, fun starts and relays, collective creative work (live newspaper, newspaper issue, holiday presentation, and oral magazine, etc.), project, exhibition-competition, festival, hiking, sports contest, tournament, collage, search game, action (charity, merciful, ecological and others), a competition-fair, an exhibition of creative works, a labor landing, a contest-reenactment and others. Accordingly, graduates can take more responsibility for a more serious organization.

Social motivations of young people should become more differentiated and effective that will lead to the use of such working forms as discussion, briefing, frank conversation, ethical training, competition, business meeting, testing, tournament of speakers, modeling of educational situations, project, charity event, brainstorming, Socratic talk, helpline, philosophical table, individual self-development programs, debates, hike, excursion, benefit, collage, agitation team, expedition (folklore, local lore and others), evening (of poetry, memory, etc.), round table, press conference, photo-report, online forum, open chair, opening day, creative portrait, school of the leader, theater performance, thematic dialogue, competition of creative works, expedition, labor groups and so on.

In addition to the above, several traditional methods could be applied:

- conversations – «My Native Ukraine», «Know and Respect the Emblem of Your Fatherland, Its Flag and Anthem», «Our Fatherland Is Ukraine», «State Symbols of the Motherland», «Your Rights and Responsibilities», «What Is the Freedom», «Genus, Family, Relatives», «Patriotism Is an Urgent Need of Ukraine»;

- reviews of the periodicals – «What, Where, When?», «Following the Newspapers Texts», «Interesting Minutes», «Pulse of the Planet»;

- review of the «Horizont» television programs;

- the means that cultivate love for the Ukrainian language, – «Mother Tongue Festival», «Shevchenko's Word», «Literary Evenings», «Week of Ukrainian Language», – competition for the best language poster; contest of declators; competition for the best story of Ukrainian folk tale; evening of Ukrainian riddles, proverbs, sayings, beliefs, legends and folk signs; excursions to the Language country with stops at the stations of Lexics, Phraseology and Etymology; meetings with writers and poets; philological micro-expeditions that include writing down the names of individual objects of antiquity, collecting proverbs, sayings and riddles spread in a locality, followed by discussion in class, or at meetings of a circle; language excursions, which purpose is to detect illiterate and negligent statements in announcements, advertisements and signboards, etc.; stands «As We Speak»;

- forms of work related to the studying history of the native land and the people – the historical local history: visiting places of historical events; studying literature; collecting documents and material remembrances; drawing or photographing historically valuable objects; making schemes, models, monthly historical calendar and exhibitions; organizing extracurricular trip «My Ukraine, You Are Beautiful»; compilation of the own genus history; participating in work of school circles, ethnographic and folklore ensembles; designing of the folk-knowing rooms; celebrating of Constitution Day and Independence Day of Ukraine;

- forms of military-patriotic education – patriotic clubs, participation in Plast, young savior; patriotic song festivals; celebration of Victory Day, Day the Armed Forces of Ukraine, Day of Recruiter, Defender of the Fatherland Day, Remembrance Day of Kruty Heroes; competitions in military-applied sports, summer military-sports camps, participation in military-sports games, participation in the sports and health-improving patriotic complex «Kozatskyi Hart» (Eng. The Cossack Tempering); intellectual quizzes «We Are Proud of Exploits of Our Ancestors»;

- archival-search work; excursions to museums; meetings with veterans of the Great Patriotic War, relatives of the lost defenders of the Motherland; issue of posters, booklets, newspapers on the materials of search activity;

- participation in the «Watches of Memory», actions «Save the Memory of the Feat», «Veteran of My Court», «School-Hospital», «Widows of Soldiers»;

- study of the following optional courses on the choice: «History of Ukrainian Culture», «Outstanding Military of Ukraine», «History of Diplomacy», «The Great Patriotic War as a Component of World War II», «We Are Citizens», «Practical Law», and such compulsory subjects as «Man and the World», «Man and Society»;

- conducting such seminars, conferences, roundtables as «Partisan Movement in Ukraine in the Memories of Participants (based on documents language and new research)», «The Saved World Remained in the Memory», «Promoting the Ideals of the Peace Culture Is the Serving to Peace», «Resistance Activists in Ukraine in Times of the Great Patriotic War»;

- lessons of memory, lessons of courage – «Their Glorious Names Are in the Chronicle of the Great Patriotic War», «We Grow up as Patriots of the Country Called Ukraine», «Our Street Bears the Name of a War Hero», «Children and Youth in the Underground in the Years of the Past War», «Combat Awards of Warriors, Commanders, Who Freed Ukraine from the Nazis», «Names of Soldiers on the Obelisk of the Mass Grave in My Village»;

- nurturing of a caring attitude to nature by creating of student projects «Scientific Knowledge of Nature», «Obvious – Incredible», «Wanderworld»; handiworks of students from the natural materials; conducting competitions for the best poster «Protect the Environment», operations «Anthill», «Blue Reservoirs», «Starlings Have Arrived», «Storks», «I Shall Plant a Tree», «Our Sources»; ecological excursions, Olympiads, holidays, competitions, conservation staffs, and search activities;

- means of educating justice awareness are the followings: studying the Constitution of Ukraine; acting of the clubs of young lawyers, diplomats; forming of the school orderliness staffs; meeting with deputies, law enforcement officers; conducting such discussions as «Is It Always Necessary to Obey the Letters of the Law?», «What Does It Mean to Be a Patriot?», «Freedom or All-permissiveness?»; such theoretical conferences as «Ukraine Is a Sovereign, Independent, Democratic, and Social State with a Rule of Law», «The Essence of Civil Society»; presenting of the following essays: «The Most Significant Functions of the Ukrainian State», «Problems and Focus of Our Economy», «Liberty and the Private Inviolability of Citizens»;

- upbringing by the means of labor – social and project activity; entrepreneurship; cooperatives; business clubs; labor and recreation camps; farms, auctions, fairs; individual labor activity; expanding the green area near a school; arranging and caring for a yard; conducting operations «Care», «Mercy», «Near My Home» and others.

The defining feature of Ukrainian patriotism should be its efficacy that is capable to transform feelings into specific actings and deeds for the state benefit. A true patriot should possess an active life position, contributing by his/her actions and way of life to the qualitative changes by improving the situation in the country. A holistic system of patriotic education must be successfully implemented for shaping of such a consciousness of a person.

It is substantial to mention the primary problem for rural youth, which reduces the desire of young people to be involved in various forms of activity mentioned above, – a lack of population's self-organization traditions and their role and decision-making skills at the community level, i.e. a lack of interest of the local self-government bodies in forming active rural youth.

It is worthwhile to pay attention to interactive games for the youth and the whole population for the forming of civic consciousness, active life position and so on. One such prime example is the «World of the Communities» game.

Therefore, the educational process of formation of the civic consciousness of young people on the basis of the above-mentioned ways and within the boundaries of direct educational institutions, Ukrainian rural youth should acquire the following directions of citizenship, namely:

- social and communicative: the ability to communicate and establish constructive relationships between people, dialogue and public discussion of social problems;

- information and media: ability to think critically; skills for finding, analyzing and evaluating information, critical evaluation of media reports based on analysis of sources, social situation;

- solving social conflicts; problems: ability to resolve social contradictions; forming a setting for tolerant conflict resolution;

- responsible social choice and decision making: willingness to make informed decisions based on informed and informed choice; civic participation: setting up responsible social activities; skills to participate in social and political processes.

Formation of holistic outlook of rural youth and acquisition of integrative civic knowledge includes the following areas:

- moral and ethical: awareness of the personality of social values, civic ideals, formation of ethical norms of behavior, moral qualities, civic responsibility, civic consciousness; political and legal: assimilation of knowledge about rights, freedoms and mechanisms of their realization, ways of social and political participation; understanding of civic responsibility, political events and social processes;

- economic: formation of knowledge about economy in everyday life of family, local community, Ukrainian society and development of key economic competences of citizen. Development of economic literacy, adherence to legal norms in economic life, participation in the creation of civil society.

- ecological and globalization: formation of ecological personality culture, understanding of contemporary ecological problems, challenges of globalization and goals of sustainable development, awareness of their relevance, development of personal responsibility for the environment, mastering norms of environmentally competent behavior and healthy lifestyle; intercultural: mastery of a set of abilities necessary for living in a multicultural society on the basis of tolerance; fostering a culture of social relations and effective communication.

Involvement in civic awareness leisure activities is aimed at developing the following knowledge and skills:

- think critically, identify a problem, and see ways to solve it;

- to analyze various sources of information and to substantiate their own opinion;

- to conduct constructive dialogue, to cooperate with others, to find a compromise, to respect the opinion of others, to show tolerance, empathy;

- to exercise their rights and protect them, to assist other people in protecting their rights.

The education of the citizen of Ukraine relies not only on leisure activities of children and youth, but on the following educational institutions as well: the preschool educational institutions, schools, the higher educational establishments, the out-of-school educational institutions; libraries, cultural institutions, public organizations. Euroclubs also play a significant role in shaping citizenship.

It is the Euroclub that is an ideal place for the formation of competent rural youth who will spread their knowledge about Europe, deliberately participate in discussions about Ukraine's place on the continent and the role of the state in the process of European integration. The club allows one of the main tasks of the school and the university to be fulfilled – to prepare for life in civil society. This skill cannot be taught in a regular lesson. The youth self-government is in the club, the board is headed by the council, headed by its head. The club has its own charter, the emblem[293].

In the Euroclub, young people have the opportunity to form the positions and outlook of the modern citizen of Ukraine, a third millennium graduate, to show their own initiative, to acquire organizational skills, to acquire the skills of cooperation in the team and the culture of discussion[294]. A major element of civic education is awareness of European culture, education, and the lives of people in a united Europe.

An example of such a club is the Astra Euroclub of the Kirovograd Regional Educational Complex (boarding school – art school), created in January 2010, unites high-school students who are not indifferent to the problems of humanity (ecology, civil society, health, politics).

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[293]Order of the Ministry of Education and Science of Ukraine dated 16.06.2015 No. 641 "On approval of the Concept of national patriotic upbringing of children and youth, Measures to implement the Concept of national patriotic upbringing of children and young people and methodological recommendations on national patriotic upbringing in general educational institutions".

[294]Ghazaryan I.R. Communication as the basis for effective management staff: textbook. benefits / I.R. Ghazaryan, S.P. Mrozov. – Chita: ChitGU, 2011. – 159 p.

Discussing current topics, the high school students develop communication skills. The activities of the European club declare a following rule: no matter what the intellectual fashion is now, no matter where the escape from the urgent needs leads a person, it is impossible to keep distance from the presence of others. Purpose of the Astra Euroclub is to facilitate the processes of European integration, to support Ukraine's course for integration into European structures; to expand knowledge of Europe, the countries of the European Union; to inform about the EU, European integration processes and cooperation between Ukraine and the EU; to disseminate the information about Ukraine, its position on the European continent and role in the process of European integration; to promote an active citizenship, creation of favorable conditions for self-realization of the student youth; to develop a new style of relationships, behaving and thinking; to prepare young people for the life in the united Europe.

Thus, the development of the civic consciousness of rural youth can and should be sufficient to form a legal, democratic, European state together with the whole country. An indispensable condition is the cooperation of civil society, local self-government bodies with rural youth, namely active involvement in national-patriotic upbringing of youth NGOs, student and student self-government bodies of Ukraine and abroad, use of their experience, potential, and potential; support programs, projects of public organizations aimed at civic education; instructing the pedagogical and parental public to promote the best experience of such education; support for public control over the activities of executive authorities in relation to national-patriotic education of youth.

The formation of civic consciousness of rural youth develops a culture of personality behavior that manifests itself in the aggregate of socially significant personality traits that are formed, based on the norms of morality, law, and actions of people. The culture of behavior expresses, on the one hand, the moral demands of society, enshrined in the norms, principles, ideals of the law, and on the other – the assimilation of provisions that direct, regulate and control human actions and actions. In addition, developing motivation for work, awareness of the vital need for labor activity, initiative, entrepreneurship, understanding of economic laws and problems of society and ways to solve them, readiness for social creativity as a condition of social adaptation, competitiveness and self-realization of the individual in market relations. Awareness of hard work as a high moral value is one of the most significant evidences of a person's civic position and social significance.

Obviously, to achieve these global goals, a system of work is needed that covers both educational and extra-curricular, extracurricular activities of teachers, students, parents, the public, science, the media, the court and the prosecutor's office, employment and health centers, social service and other state institutions.

Thus, citizenship, as an integrative quality of personality, includes the formation of a harmoniously developed, highly educated, socially active and nationally conscious person, endowed with deep civic responsibility, healthy intellectual, creative and spiritual qualities, family and patriotic feelings, diligence and initiative.

A school should function as an open system, organically connected with the life of society, which interacts with parents, the public, social institutions and science for the successful realization of the civic education tasks. Orientation to the future of society and, at the same time, the securement of a spiritually rich, full-fledged life for students today, is one of the most substantial aspects of a person-centered holistic approach to civic education and its connection with life.

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4. Kulchytska O.I Diagnosis of the level of creativity development // Gifted child / O.I. Kulchytska. – 2007. – p.42–44.

5. Order of the Ministry of Education and Science of Ukraine dated 16.06.2015 No. 641 "On approval of the Concept of national patriotic upbringing of children and youth, Measures to implement the Concept of national patriotic upbringing of children and young people and methodological recommendations on national patriotic upbringing in general educational institutions"

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2.6 YOUTH AS THE DRIVING FORCE FOR THE DEVELOPMENT OF SOCIETY
(Молодежь – движущая сила развития общества)

Постановка проблемы в общем виде и ее связь с важными научными или практическими задачами. Сегодня мы имеем большое количество научных трудов, посвященных исследованию государственной молодежной политики и роли молодежи в процессах государственного строительства. В связи с этим, заслуживает внимания вопрос о роли молодежи как неотъемлемой части государственной молодежной политики, выяснения внимания исследователей к сущности этой категории населения государства.

Анализ последних исследований и публикаций, в которых начато решение данной проблемы и на которые опирается автор. Исследованию государственной молодежной политики, привлечению молодежи к процессам создания государства уделено внимание в значительном количестве работ отечественных и зарубежных ученых. Среди современных украинских ученых следует выделить труды таких исследователей как: Н. Головатого, В. Головенко, М. Кербаль, А. Коваль, В. Кулика и других. Среди фундаментальных исследований в области молодежной политики можно выделить работы В. Бебик, М. Перепелицы и других.

Среди современных зарубежных исследователей проблемам реализации государственной молодежной политики, участия молодежи в процессах государственного строительства уделяли внимание Ю. Волков, В. Добреньков, И. Ильинсийо, А. Ковалева, В. Луков, И. Савченко.

Формулировка цели статьи. Учитывая вышесказанное, целью данной статьи является выяснение содержания понятия «молодежь», определение специфических особенностей этой части социума и освещение общих аспектов молодежи как неотъемлемой части государственной молодежной политики Украины.

Изложение основного материала исследования. В жизни всех стран мира важную, а иногда, и особенно в переломные моменты истории, главную роль играет молодежь. В то же время, молодежь является одной из самых незащищенных, уязвимых слоев общества. На сороковой сессии Генеральной Ассамблеи ООН было заявлено, что молодые люди играют двойную, с первого взгляда, противоречивую роль: с одной стороны, они активно способствуют процессу социальных изменений, а с другой – становятся его жертвами. Поэтому общество должно постоянно уделять внимание подрастающему поколению, способствовать его социальной адаптации.

Молодежь всегда была активной и творческой силой общества. Молодым людям предстоит реализовывать начатые в нашем государстве реформы и развить их до уровня системных социально-экономических преобразований. Поэтому государство, определяя пути становления и развития общества, ориентируется прежде всего на молодежь, чьи потенциал и знания могут стать залогом прогрессивного развития государства[295].

Молодежь всегда олицетворяла будущее общества. Ведь она не является пассивным наблюдателем процессов и изменений, происходящих в обществе, а всегда стремится активно участвовать в этих процессах. Именно это, по словам А. Карнауха, и делает ее «основной движущей силой прогрессивного общественно-политического развития на этапе становления украинской политической нации»[296].

Молодежь традиционно рассматривается в науке как большая социально-демографическая группа, выделенная на основе совокупности возрастных характеристик, особенностей социального положения и таких, которые обусловлены теми или инными социально-психологическими качествами. Поэтому молодежь, как социально-демографическая группа, находится на стадии становления социальной и психофизиологической зрелости и адаптации к выполнению социальных ролей взрослых.

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[295] Коваль Г. В., Остапюк А. А. Привлечение молодежи к процессам создания государства в Украине. Современная украинская политика. М.: Изд-во «Украинский центр политического менеджмента», 2010. – 345 с.

[296] Карнаух А. Проблемы молодежной политики в современной Украине // Политический менеджмент. – 2005. – № 4 (13). – С. 63-69.

В современных условиях украинская молодежь является одной из наиболее уязвимых слоев населения в экономическом и социально-правовом аспекте, чья жизнь подвергается угрозе, а благополучие не соответствует минимальным стандартам.

Молодое поколение живет в условиях повышенной социальной напряженности и психологического дискомфорта, и как следствие этого, в молодежной среде распространяются наркомания, токсикомания, алкоголизм, проституция и другие негативные явления, которые влияют на физическое и психологическое состояние здоровья не только самого индивида, но и на общество в целом.

Первичным пунктом разработки любой стратегии государственной молодежной политики является определение понятия «молодежь», выступающего объектом молодежной политики.

Вопросам о сущности понятия «молодежь» и ее возрастных границ посвящены работы украинских ученых, а именно: Н. Головатого[297], В. Головушка[298], А. Карнауха[299], В. Кулика[300], М. Пирен, М. Перепилицы. Эти ученые в целом исследовали проблему формирования и реализации молодежной политики, а также вопросы профессиональной социализации молодого поколения. Г. Приходько изучает влияние рыночных факторов на социальную активность молодежи. Е. Головаха, на основе исследований, проведенных Институтом социологии НАН Украины, анализирует отношение к власти и политический выбор молодежи, выделяя при этом отдельную категорию молодежи в возрасте до 22 лет, которая проходит первичную социализацию в условиях первичной семьи и учебной деятельности.

Н. Головатий[301] и Ю. Криворучко[302] считают, что примерно с 14 лет личность начинает осознавать свои социальные связи и свое место в обществе. До 18 лет практически завершается формирование основных психофизических особенностей человека, а к 24 годам заканчиваются процессы роста в организме человека и формируется социальный статус человека, который связан в Украине с получением на это время образования, демобилизации из Вооруженных Сил Украины (армии) и приобретением профессиональных знаний. Н. Панина и Н. Головатый делают акцент на вопросах социализации молодежи, как части общества с точки зрения общественного развития. Молодежь – продукт истории и определенной культуры и одновременно их движущая сила, и фактор изменений, социальная ценность как часть различных классов, социальных слоев и наций[303].

Молодежь – социальная группа, наиболее открытая инновациям. Она часто она выступает лидером в инновационном производстве и его потреблении. Так, на этапе перехода от постиндустриального к информационному обществу за молодежью все более прочно закрепляется роль «проводника» информационных потоков, новых знаний и навыков, формирующих иные, по сравнению с прежними, модели поведения, клише и стереотипы, в том числе, к сожалению, и девиантные.

Учитывая вышеизложенное и на основании проанализированных подходов, нами предлагается следующее определение: молодежь – это социально-демографическая группа общества, которая переживает период становления социальной зрелости, адаптации к миру

[297] Головатый Н.Ф. Молодежная политика в Украине: проблемы обновления // Укр. наук. опыт. Ин – т проблем молодежи. – К.: Наукова думка. – 1993. – С. 6-10.

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[300] Кулик В. Молодая Украина: современное молодежное движение и неформальная инициатива. – М.: Центр исследования проблем гражданского общества, 2000. – 460 с.

[301] Головаха Е. И. Жизненная перспектива и профессиональное самоопределение молодежи [Электронный ресурс] – Режим доступа: http://i – soc.com.ua/institute/golovaha.php. – Название с экрана.

[302] Криворучко Ю. Молодежь как общественный фактор формирования гражданского общества Украины // Гражданское общество как осуществление свободы: центрально-восточноевропейский опыт / Под ред. А. Карася. – Л., 1999. – С. 309-316.

[303] Панина Н. Молодежь Украины: структура ценностей, социальное самочувствие и морально психологическое состояние в условиях тотальной аномии // Социология: теория, методы, маркетинг. – 2001. – № 1. – С. 41-48.

взрослых, экономических, политических, культурных, нравственных изменений в государстве и постоянно пополняет экономически и политически активное население страны.

Как специфическая социально-демографическая группа, молодежь характеризуется не только возрастными границами, но и местом, которое она занимает в социальной структуре общества, особенностями социального становления и развития. Это, с одной стороны, отличает молодежь от других возрастных социальных групп общества, а с другой – позволяет ей объективно занимать совершенно своеобразное место и играть определенную роль во всех сферах жизнедеятельности государства[304].

Стратегической задачей государства в процессе социализации молодежи является обеспечение возможностей для каждой молодой личности, получение равного доступа к информационным ресурсам, которые открывают новые перспективы для развития и профессионального становления личности в современном мире, ее положительной информационной социализации, к качественному образованию, медицинским услугам, рабочего места, спорта, досуга, которые накопило человечество за свою вековую историю.

Современное состояние украинского общества отражает объективную необходимость рассматривать молодежь как неотъемлемую часть социальной системы, которая выполняет особую роль в процессе развития человечества.

Молодежь, как органическая часть общества, на каждом этапе его развития выполняет интеграционные функции, объединяя и развивая опыт предыдущих поколений, способствуя социальному прогрессу. Важной функцией молодежи является трансформация из прошлого в будущее культурного и исторического наследия всего человечества в условиях естественного развития социальной системы. Молодой человек чувствует отношение к себе и своим потребностям путем внедрения молодежной политики. Если в результате осуществления государственной молодежной политики создаются необходимые условия, предоставляются достаточные гарантии для социального становление и развития молодого поколения, то оно будет способно и будет иметь желание направлять свой потенциал в соответствии с интересами общества. Недостаток такой политики или ее неадекватное проведение, как отмечает Н. Головатый, приводит к серьезным кризисным явлениям в молодежной среде, в частности и во всем обществе в целом.

Недостатком общности молодежи является отсутствие необходимого социального опыта. Отказ от традиционных культурных паттернов поведения в молодом возрасте обычно сочетается с высокой степенью восприимчивости и подражательности, что объясняется противоречивостью задач этого этапа жизни: попытками скорейшей социальной адаптации и видоизменения ряда социальных норм; усвоением комплекса ролей для эффективного функционирования в мире взрослых и модифицированием этих ролей и стилей поведения.

Одной из главных задач государственной молодежной политики, по мнению В. Горбатенко, должны стать: создание необходимых условий для укрепления гарантий обеспечения прав и свобод молодых граждан, помощь молодым людям в реализации и самореализации их творческих возможностей и инициатив, привлечение молодежи к активному участию в экономическом развитии Украины, предоставление государством каждому человеку социальных услуг по обучению, духовного и физического воспитания, социальной защиты групп молодежи, неспособных самостоятельно решать собственные проблемы или хотя бы облегчить свою жизнь.

О важности участия молодежи в процессах создания государства и национального развития подчеркивало много отечественных и зарубежных ученых, мыслителей и государственных деятелей. Так выдающийся украинский ученый и государственник М. Грушевский называл одной из главных задач национального возрождения Украины воспитание молодого поколения, национальной интеллигенции как творческого начала, двигателя духовного развития. Ученый отмечал, что молодежь – это будущее нации и именно ей принадлежит решающая роль в деле духовного обновления нации, привнесение в украинскую жизнь интеллигентности, принципиальности, идейности. Когда молодежь "...

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[304] Беспалько А. В. Социальная педагогика в схемах и таблицах. Учебное пособие. – М.: Финансы, 2003. – 220 с.

сильная, живая, энергичная, таит в себе задатки будущей плодотворной и творческой деятельности – она должна в определенной мере выделяться со старых протертых, натоптанных дорог", подчеркивал М. Грушевский. Поэтому развитие демократического государства с современной социальной направленной экономикой будет эффективно только при активном участии молодежи, ведь творческий потенциал и социальный ресурс является одним из важнейших основ модернизации общества.

Следует отметить, что в разработке эффективной государственной молодежной политики важную роль играет определение сущности и содержания процессов жизненного самоопределения молодого человека. Молодые люди в любом обществе – самая динамичная часть населения, призванная изменять и подвергать сомнению ценности и достижения предыдущего, старшего поколения, критически осмысливать его опыт, искать свой путь в жизни.

Итак, на основании проведенного анализа, можно утверждать, что молодежь является движущей силой прогресса развития общества, требует участия всех элементов социальной системы в формировании и направлении процесса развития, а молодое поколение имеет как первичные, так и вторичные его особенности. К первичным (основным) относятся физиологические, психологические, возрастные и социальные характеристики. Вторичные (второстепенные) вытекают из первичных и зависят от вида общественно полезной деятельности, места жительства, социального статуса человека.

Государственная молодежная политика Украины является приоритетным направлением деятельности государства и должна осуществляться в интересах молодежи, общества и украинского государства в целом. Молодежь, осознавая тот факт, что перед ней стоят важные задачи, имеет возможность строить ту страну, которая наиболее точно соответствует их видению и современным понятиям.

Выводы. Ученые достаточно активно занимаются разработкой проблематики, связанной с государственной молодежной политикой, места молодежи в процессах строительства демократического государства в Украине, ведь молодежная политика сегодня рассматривается как приоритетное направление государственной политики Украины вообще.

Перспективы дальнейших исследований в данном направлении заключаются в дальнейших научных исследованиях в сфере государственной молодежной политики и места молодого поколения в процессе строительства демократического государства Украины, ведь молодежь – неотъемлемая часть государственной молодежной политики, а сам процесс становлении общества на принципиально новых началах предполагает и перестройку представления о роли молодежи в этом обществе.

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2.7 ACADEMIC MOBILITY AS A FORMAT FOR ENGAGING YOUTH IN THE DEVELOPMENT OF CIVIL SOCIETY

(Академическая мобильность как формат привлечения молодежи к развитию гражданского общества)

Постановка проблемы. Международная академическая мобильность является ключевым элементом интернационализации высшего образования на современном этапе развития. На сегодняшний день существует огромное количество программ академической мобильности, благодаря которым студенты получают возможность посетить учебные заведения разных стран и ознакомиться с современными подходами подготовки специалистов в той или иной отрасли знаний. Но, кроме этого, появляется уникальная возможность увидеть страну изнутри, приобрести практические навыки и компетенции, необходимые для мирного сосуществования, с одной стороны, и приобрести опыт для поднятия своей страны на более высокий уровень, как в плане экономики, так и социальной политики, с другой стороны. Однако, такая мобильность может одновременно свидетельствовать как и о стремлении получить международный опыт, так и о серьезных проблемах в системе образования той страны, из которой выезжают студенты.

Анализ последних исследований Вопросы академической мобильности рассматриваются под разным углом зрения. Изучением проблемы академической мобильности будущих специалистов в отрасли образования занимаются А. Артюшенко[305], А. Загородная[306], В. Вертегел[307], Н. Гуляева, М. Карпенко[308], И. Федорова[309], В. Козыренко и другие; пути усовершенствован профессиональной подготовки специалистов в высшей школе в контексте требований Болонского процесса посвящены труды И. Беха, О. Билык, С. Гончаренко, В. Кремня; различные аспекты студенческой мобильности освещаются в научных разработках В. Астаховой, С. Вербицкой, Л. Гурч, Н. Дмитриевой, О. Дядченко и других ученых.

Цель статьи – раскрыть сильные стороны программ по обмену студентами как для профессионального роста будущих специалистов, так и по привлечению молодежи к развитию гражданского общества.

Изложение основного материала. В основополагающих документах Болонского процесса постоянно подчеркивается необходимость развития академической мобильности как основного условия формирования Европейского пространства высшего образования. Главная цель мобильности – дать студенту возможность получить разностороннее «европейское» образование по выбранному направлению подготовки, обеспечить ему доступ в признанные центры знаний, где традиционно формировались ведущие научные школы, расширить познания студента во всех областях европейской культуры, привить чувство гражданина Европы. Мобильность позволит ее участникам, отмечается в Пражском Коммюнике, «воспользоваться богатствами европейского пространства высшего образования, включая демократические ценности, разнообразие культур и языков, разнообразие систем высшего образования».

Академическая мобильность – это один из приоритетов международной деятельности всех Европейских высших учебных заведений, целью которых является повышение профессиональных компетенций по индивидуальной научной направленностью или специализации, заимствование опыта и лучших европейских достижений в области дидактики

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[305] Артюшенко А. О. Особистісна мобільність і її формування у студентів економічного профілю в процесі фізичного виховання: [монографія] / А. О. Артюшенко // Черкаський інститут банківської справи Університету банківської справи Національного банку України. – К.: вид-во, 2012. – 232 с.

[306] Загородня, А.А., Академічна мобільність як засіб забезпечення якості професійної підготовки фахівців економічної галузі України [Електрон. Ресурс] // WORLDSCIENCE 2018. – № 4(32). – Vol.7. – April. – P. 42-46. – Режим доступу: http://ws – conference.com. – Загол. з екрану.

[307] Вертегел В. Проблема академічної мобільності в контексті підготовки конкурентоспроможних фахівців / В. Вертегел // Проблеми підготовки сучасного вчителя. – 2014. – № 10 (Ч. 2). – С. 256-261.

[308] Карпенко М. М. Пріоритети розвитку вищої освіти в Україні в руслі загальноєвропейських тенденцій [Електронний ресурс]. – Режим доступу: http: www.niurr.gov.ua. – Загол. з екрану.

[309] Федорова І. І. Академічна мобільність українських студентів сучасного освітнього простору [Електронний ресурс]. – Режим доступу: http://osvita.ua/abroad/higher_school/39508/. – Загол з екрану.

и образования в высших учебных заведениях, представление научных разработок и достижений на европейской научно-образовательной платформе, получение профессиональных компетенций необходимых для подготовки и написания международных грантов и проектов.

Академическую мобильность рассматривают как незаменимый компонент Болонского процесса, средство формирования единого европейского образовательного и научного пространства. Обеспечение мобильности предусматривает внедрение процедур взаимного признания периодов обучения и учебных дисциплин, результатов оценивания учебных достижений, индивидуализацию образовательных траекторий, создание благоприятных организационных условий для обучения студента вне своего университета

Мобильность обогащает национальные культуры и увеличивает образовательный и профессиональный опыт ее участников, представляет собой существенный фактор системных изменений через непосредственное распространение опыта. Подтверждением признания растущей важность этого фактора стало принятие в 2001 г. Европарламентом и Советом рекомендаций по усилению мобильности всех людей, имеющих отношение к образованию и повышению квалификации.

В последние годы в Украине предпринимались определенные усилия активизировать как внешнюю, так и внутреннюю академическую мобильность (введены кредитно-модульная система 18 организации учебного процесса, Приложение к диплому европейского образца, несколько увеличена автономия университетов по созданию учебных программ, продекларировано право студента формировать собственную индивидуальную образовательную траекторию путем выбора элективных дисциплин).

Согласно Положению о порядке реализации права на академическую мобильность, которое было утверждено постановлением Кабинета Министров Украины от 12 августа 2015 года, внутренняя академическая мобильность – это академическая мобильность, право на которую реализуется отечественными участниками образовательного процесса в высших учебных заведениях-партнерах в пределах Украины. В это же время, международная академическая мобильность – мобильность, право на которую реализуется отечественными участниками образовательного процесса в высших учебных заведениях (в том числе научных учреждениях) – партнерах за пределами Украины, а также иностранными участниками образовательного процесса в отечественных высших учебных заведениях (научных учреждениях).

Разнообразие видов академической мобильности (индивидуальная, групповая (коллективная), входящая (международная), краткосрочная и долгосрочная академическая мобильность, а так же виртуальная) свидетельствуют о том, мобильность действительно удобный инструмент, новый формат в образовательном процессе, который успешно используется как для профессиональной подготовки специалистов, так и для построения гражданского общества.

Финансирование академической мобильности осуществляться за счет бюджетных и внебюджетных средств вуза (грантов национальных компаний, социальных партнеров, международных фондов; средств принимающей стороны, в т.ч. грантов международных организаций и частных фондов; личных средств обучающихся).

По договоренности между участниками академической мобильности осуществляется отбор участников образовательного процесса для участия в программах академической мобильности, так же, регламентируются перечень требований и документов, необходимых для подтверждения участия в программе академической мобильности, процедура и срок их представления, определяются этапы, финансовые условия, виды и формы академической мобильности, продолжительность и содержание обучения и стажировки в высших учебных заведениях — партнерах и определяются условия признания результатов обучения, стажировки или проведения научных исследований и отчетов научно-педагогических.

Международная академическая мобильность определена приоритетным направлением в деятельности Черноморского национального университета имени Петра Могилы (г. Николаев, Украина). С момента основания вуза уделяется большое внимание развитию и углублению

международных отношений, обмену студентами, научным стажировкам для молодых ученых и преподавателей, подготовка и реализация разнообразных проектов. Перспективные планы развития рассматриваются и корректируются, чтобы реагировать на изменения в системе образовательных процессов в Украине, в Европе и с учетом мировых тенденций.

ЧНУ имени Петра Могилы реализует программу Erasmus+ с такими университетами-партнерами:

- Universidad de Cádiz (UCA), Испания;
- Universität des Saarlandes, Германия;
- Поморская Академия в городе Слупск, Польша;
- Università Ca' Foscari Venezia, Италия;
- Nord University, Норвегия.

Одной из популярных программ студенческого обмена является обучение в Поморской Академии. Поморская Академия в Слупске (польск. Akademia Pomorska w Słupsku (AP w Słupsku) – государственный университет в Польше, основана в 1957 году. Академия предлагает высшее образование в областях гуманитарных, точных, естественных наук, а также наук о здоровье, управлении и безопасности. В Akademia Pomorska действуют 5 факультетов и более 20 направлений обучения. Языки преподавания – польский и английский. В университете обучаются 3000 студентов, около 200 из которых иностранцы (в основном украинцы). Сюда приезжают изучать педагогику, филологические направления и охрану среды. Преподавательский состав университета – 550 научных работников, среди которых 100 профессоров и 200 докторов наук. Поморская Академия в Слупске принимает различное участие в процессе интернационализации: свыше 30 иностранных партнёров по программе LLP-Erasmus, и в декабре 2013 г. присудили грамоту Erasmus в сфере высшего образования в рамках программы Erasmus+. Более того, в сфере международного сотрудничества по двухсторонним соглашениям – свыше 40 договоров были подписаны в следующих сферах: совместные исследовательские проекты, участие в конференциях и взаимном промоушене наших культур и традиций. Академия предлагаем студентам возможность участвовать в короткосрочных обменах (2-4 недели) и бесплатных семестровых обменах, одновременно приглашает преподавательский состав сотрудничать с институтами с целью выполнения исследовательских программ и проведения оплачиваемых занятий для украинских студентов.

Среди перспективных проектов создания в рамках ЧНУ имени Петра Могилы в сотрудничестве с китайскими коллегами Института Конфуция. Международное академическое сотрудничество университета с Китаем ежегодно имеет более позитивную динамику. Университет является безусловным лидером из числа программ академического обмена, в которых принимают участие наши студенты и преподаватели. Многие из них получили дипломы лучших университетов США, Германии, Франции, Норвегии, прошли стажировки в известных университетах мира. Пятнадцать ученых и преподавателей ЧНУ имени Петра Могилы отмечены дипломами и медалями Почетного международного союза ученых Phi Beta Delta, США. Университет выполнил значительное количество проектов по поддержке посольств Германии, Норвегии, Польши, США, Франции, Швейцарии, в том числе проведение летних школ, международных научных конференций, создание ресурсных центров европейских языков и тому подобное.Стратегия интернационализации ЧНУ имени Петра Могилы на 2018-2023 гг. предусматривает углубление сотрудничества с ведущими университетами, организациями и фондами Европы и мира.

Университет поддерживает постоянные отношения с такими международными организациями и учреждениями, как:

- Fulbright Program, IREX, Глобальная университетская инициатива Билла Клинтона; Open Society Institute, Корпус Мира, ACCELS, ALDEC, IREX, Международная почетная союз ученых Phi Beta Delta, Американский Совет по образованию (ACE), Civic Educational Project CEP, Таллуарська сеть (США);
- Британский Совет (Великобритания);

•Гете-институт, DAAD, Сименс, Фонд Конрада Аденауэра, фонд Боша, программа Европаікум (Германия);

•Ассоциация «Альянс Франсез», программа «Français à domicile» (Франция);

•Fellowship Program in Poland (Польша);

•Фонд Romualdo Del Bianco (Италия);

•программа «Maritime Studies», программа Quota (Норвегия);

ЧНУ имени Петра Могилы дает возможность исследователю выбрать международную программы академической мобильности:

•Краткосрочные студенческие программы

•Долгосрочные программы для студентов

•Программы для молодых ученых и преподавателей

•Программы стажировки за рубежом

Среди наиболее распространенных краткосрочных академических программ для студентов ЧНУ имени Петра Могилы интересными есть:

•УчебныевизитывПольшу «Study Tours to Poland» (STP). STP для студентов – это одна из первых циклических польских программ, адресованных молодежи из Восточной Европы. В рамках данной программы приглашаются одаренные студенты в возрасте 18-21 лет из Белоруссии, Молдавии, Украины и Российской Федерации принять участие в ознакомительных поездках по Польше. Для того, чтобы принять участие в программе, каждый студент должен подать индивидуальную заявку и пройти конкурсный отбор. Поездки проводятся в группах по 11 человек два раза в год – весной и осенью. Ежегодно в рамках программы STP Польшу посещает более 200 студентов. Главная цель программы – помочь участникам стать сознательными гражданами с активной жизненной позицией. Особая роль в ходе ознакомительных поездок STP отводится изучению деятельности неправительственных организаций и их роли в современном обществе.

•Учебные визиты в Гдыню (Study visits in Gdynia). Учебные визиты в Гдыню – это прекрасная возможность познакомиться с Польшей, узнать больше об административной и образовательной системах, а также о правительстве, бизнесе, СМИ, государственные и общественные организации, познакомиться с польской культурой, историей. Для участия приглашаются молодые, активные, инициативные студенты или представители общественных организаций и молодежных организаций в возрасте 20-30 лет, граждане Украины, свободно владеют русским языком. Цель: показать участникам программы развитие Польши с момента падения коммунизма.

•Культурно-языковые стажировки в Болгарии (при поддержке правительства Болгарии) Обмен проходит ежегодно летом (дважды или трижды в год) и его продолжительность составляет 14 дней. Для участия приглашаются активные, инициативные студенты и преподаватели, которые изучают болгарский язык и интересуются культурой Болгарии. Программа состоит из лекций и мероприятий, связанных с ознакомлением участников программы с болгарской культурой и языком (экскурсии, посещение музеев и т. д.). Поездки организуются Центром болгарского языка и культуры ЧНУ имени Петра Могилы и Терновским болгарским обществом имени И. Вазова. Финансовая поддержка осуществляется правительством Республики Болгария.

•Бизнес-практикавНорвегии (Business Practice in Nord University). В течение недели студенты специальности Экономика имеют возможность посещать лекции по теории Экономики от норвежских профессоров, знакомиться с культурой и системой образования Норвегии. Практика проходит каждый год в августе.

Среди наиболее распространенных долгосрочных программ, с которыми сотрудничает ЧНУ есть:

•Стипендиальные программы DAAD. Студенты всех национальностей могут учиться в любом государственном университете Германии. Стажировка или магистерская программа предусматривает исследование темы, которая интересует студента (т. е. проведение

исследований в научных центрах, работа в библиотеках и архивах и т. д.). Знание языка предполагает немецкий (уровень B2) или английский (уровень B2). Стипендии могут предоставляться на краткосрочное обучение и долгосрочное.

• Программа имени Фулбрайта. Программа имени Фулбрайта, спонсируемая правительством США и администрирована Институтом Международного Образования (IIE) занимает ведущее место в системе международного образования. Проведение ежегодных конференций, тематических семинаров и круглых столов, информационных встреч (информирование украинцев о Программе), выход за пределы локального интеллектуального пространства через многоактное общение и работу над совместными проектами с учеными и институтами других стран – далеко не полный перечень того, чем по собственной воле и благодаря опыту занимаются фулбрайтовцы. Поддержку для опубликования трудов – монографий, научных сборников, учебников, – что их фулбрайтовцы подготовили благодаря участию в научной стажировке, предоставляет Программа малых грантов, финансируемая Институтом международного образования и Бюро по делам образования и культуры Государственного департамента США; в рамках Программы также возможно покрытие расходов на организацию научных мероприятий и участия в международных научных конференциях.

Среди наиболее распространенных долгосрочных программ, с которыми сотрудничает ЧНУ имени Петра Могилы:

• Стипендиальные программы DAAD. Стипендия предусматривает стажировку преподавателей и молодых ученых для исследования определенной темы. Особенностью всех стипендиальных программ, которые предлагаются в DAAD есть необходимость поддержки немецкой стороны. Стипендиальные программы DAAD предусматривают: Покрытие всех расходов за счет выплаты стипендии. Заявку могут подавать как молодые ученые, так и ученые с опытом работы. Стажировка предполагает проведение исследования по тематике, которая интересна ученому. Стажировка или исследовательская практика предполагает научное руководство профессора с любого немецкого университета/исследовательского института. Срок стажировки: зависит от выбранной программы (от 1 месяца до 3 лет). Знание языка: английский (уровень B2), или немецкий.

• Стипендиальные программы Erasmus+Ka107

Erasmus+Ka107 – кредитная мобильность для аспирантов и стажировок преподавателей и административных работников. Реализация программы предусматривает внутреннее сотрудничество между университетами ЕС и высшими учебными заведениями стран, которые не являются членами Европейского Союза. Любой аспирант, преподаватель или специалист административного персонала из 26 университетов Беларуси, Казахстана, Кыргызстана, России, Узбекистана и Украины, которые являются партнерами по программе Эразмус + КА107, может подать заявку на получение гранта. Национальность заявителя может отличаться от страны, из которой поступает заявка: единственное обязательное условие – заявитель должен быть аспирантом, преподавателем или специалистом одного из 26 ранее указанных университетов. Аспиранты, преподаватели и административный персонал, заинтересованные в получении данных грантов, должны обращаться в отдел международных отношений университета за информацией о количестве внутренних мест, которая установлена для предоставления проектов и заявок на грант.

ЧНУ предоставляет возможность студентам принять участие в программах стажировки за границей.

• Программы от компании «ИАИ»; Стипендиальная программа немецкой экономики для Украины Internship Programme of German Business for Ukraine; Camp America.

Программа от компании «ИАИ» занимается организацией стажировок для немецкоязычных студентов на период летних каникул. Программа действительна для студентов невыпускных курсов, дневной и заочной формы обучения со знанием немецкого языка на уровне A2 и выше. Практика направлена на углубленное изучение немецкого языка и осуществляется путем трудоустройства студента в различных сферах на территории Германии.

Ведь именно деятельность в данной среде больше всего помогает совершенствовать языковые навыки и адаптироваться к использованию немецкого языка в повседневной жизни.

•Программа летней стажировки «Jeople». Программа предусматривает стажировку в сферах: питания (кафе, рестораны, кондитерские, заведения быстрого питания); магазины; гостиницы; производственные предприятия. Вакансии предлагаются в соответствии с уровнем немецкого языка. Размещение сосредоточены на севере страны.

•Программа летней стажировки «Karl's Erdbeer-Hof». Стажировка предполагает участие студентов в производственных процессах выращивания клубники по новейшим технологиям с последующей реализацией продукции по принципу «Direct marketing». Знание немецкого языка приветствуется, но не является обязательным.

•Стипендиальная программа немецкой экономики для Украины Internship Programme of German Business for Ukraine. Программа финансируется Федеральным министерством экономического сотрудничества и развития (BMZ) и принимающими компаниями. Она внедряется совместными усилиями Торгово-промышленной палаты Украины (Киев) и Немецкого общества экономического сотрудничества (GIZ GmbH). Стипендиальная программа предоставляет возможность украинским студентам (преимущественно технического профиля) пройти стажировку на ведущих немецких предприятиях, которые представляют ключевые отрасли экономики: машиностроение, радиоэлектронная промышленность, логистика, энергетика, сельское хозяйство, финансовый и ИТ-сектор. Стипендиальная предлагает активным и мотивированным студентам уникальную возможность стажировки на ведущих предприятиях Германии, которые представляют ключевые отрасли экономики. Среди них есть как известные мировые компании – лидеры в своей отрасли (Bosch, Bombardier, Volkswagen, SAP, PwC, Commerzbank, Metro, Kaufland, Deutsche Bahn, John Deer, Allianz, Hannover Ruck, Roland Berger), так и малоизвестные широкой публике представители малого и среднего бизнеса. К участникам проекта относятся некоторые исследовательские институты и NGO's (IAMO, IAK Agrar Consulting, Frauenhofer Institut fur Energiewirtschaft, Better Place), предоставляющие места аспирантам и студентам, которые связывают свое будущее с научной деятельностью.

Выводы и направления для дальнейшего изучения. Участие в таких программах дает возможность каждому студенту-участнику ощутить на себе преимущества пребывания в стране, которая является членом ЭС. Это действительно наочное представление позитивных характеристик гражданского общества: возможность беспрепятственного перемещения по странам ЭС, уважение прав и достоинств людей разных национальностей и вероисповеданий, умение находить общий язык при кардинально противоположных взглядах, мирное сосуществование и тд.

Программы такого плана очень нужны и для примерения молодых людей из разных стран, которые изучая историю, ориентируются на взгляды и понимание старшего поколения, что всегда несет отпечаток прошлых обид и трагических воспоминаний. Эти программы помогают ориентироваться и на рынке труда в условиях трансформации и выстраивать планы на перспективу как для будущего специалиста, так и для ответственного гражданина своей страны.

Интересным для дальнейшего изучения может быть развитие гражданских компетенций молодежи в рамках международной академической мобильности.

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2.8 SOCIAL WORK WITH YOUTH IN THE CONTEXT OF THE EXPANSION OF SOCIAL NETWORKS
(Социальная работа с молодежью в условиях распостранения социальных сетей)

В эпоху глобализации процессов жизнедеятельности нынешнего общества, когда информационные каналы стали неотъемлемой частью деятельности человечества, все более актуальной является задача передачи огромного количества информации. В качестве основных информационных каналов используются сети общего пользования, подключиться к которым теоретически может каждый, а именно – через всемирную сеть Интернет. Развитие информационных технологий в начале второго тысячелетия принесло существенные изменения во многие сферы общественной жизни.

Изложение основного материала. Благодаря сети Интернет, с одной стороны, появились практически неограниченные возможности для удовлетворения информационных потребностей. С другой – расширились способы обмена информацией, фактически стерлись границы для общения между представителями различных культур, социальных групп.

Логично, что молодежь как активная относительно познания себя и мира возрастная группа больше подвергается воздействию «информационного бума»: в процессе социализации молодые люди сталкиваются с необъятным объемом информации и новых возможностей.

Влияние кибер-коммуникации на современную молодежь[310] изменяет, в первую очередь, отношение к получению знаний, так как они предоставляют возможности для ценного обучения, ответственности и независимости. Подростки могут научиться эффективно управлять временем и ресурсами, овладеть искусством получения доступа и обработки навыков, полученных в содержательном контексте, и четко донести эту информацию до предполагаемой аудитории. Интеграция Интернета с общением позволяет молодому поколению делиться личными взглядами, знаниями, опытом и структурировать дискуссии для обсуждения[311].

Негативной стороной кибер-коммуникации является доступ к личной информации. Пользователь может узнать, где кто-то живет, номер телефона, даже направление чей-то дома. Таким образом становится все труднее защищать детей от небезопасного доступа к их личной информации. Исследования, проведенные в США, показывают, что каждый пятый юноша в возрасте от 10 до 17 лет получал авансы онлайн[312].

Связь через Интернет влияет также и в социальной сфере. Молодежь активно используют Интернет как важную форму социального взаимодействия[313].Социальные сети, такие как Facebook, Instagram, My Space и т.д., предлагают множество ежедневных возможностей для общения с друзьями, одноклассниками и людьми с общими интересами. Социальный круг не ограничен географическим положением, так как молодые люди, географически удаленные, инвалиды или связанные с домом из-за болезни, могут найти онлайн-чат (социальные сети) важной формой общения[314].

Сайты социальных сетей позволяют подросткам выполнять в Интернете многие из задач, которые важны для них в автономном режиме: оставаться на связи с друзьями, заводить новых друзей, обмениваться фотографиями и обмениваться идеями. Участие в социальных сетях также может помочь формированию у подростков более глубоких выводов, которые распространяются на их представление о себе, обществе и мире[315].

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[310]Jusczyk, S. (2013). Media społeczne w procesie komunikacji i edukacji – dialog i konektywizm. In M. Wawrzaka-Chodaczek, J. Kowal, & H. Żeligowski (Eds.), Społeczne i kulturowe wymiary komunikacji (pp. 9-22). Wrocław: Wydawnictwo Wyższej Szkoły Zarządzania „Edukacja".

[311]Wakefield, M. A., &Rice, C. J. (2008). The impact of cyber-communication on today's youth. American Counseling Association, Professional Counseling Digest, (ACAPCD – 14).

[312] Olsen, S. (2006). Keeping kids safe on social sites. Retrieved from http://ww.cnet.com/news/

[313] Brignall, T. W., & Valey, T. V. (2005). The impact of Internet communication on social interaction. Sociological Spectrum, 25, 335-348.

[314] Fleming, M., & Rickwood, D. (2004). Teens in cyberspace. Youth Studies Australia, 23(3).

[315] Ito, M., Horst, H., & Bittani, M. (2008). Living and learning with new media: Summary of findings from the digital youth project. In D. John, & T.

Сайты социальных сетей помогают реализовывать различные творческие идеи без привлечения дополнительных средств: создания блогов, подкастов, видеоигр и т.д. Это дает возможность развивать индивидуальность и уникальные социальные навыки[316].

Растет свобода притеснения и использования оскорблений, потому что нет последствия лично. Из-за их ограниченной способности к самоконтролю и рефлексии, а также подверженности давлению со стороны сверстников, дети и подростки находятся под определенным риском, так как они ориентируются на свои ощущения и экспериментируют с социальными сетями. Это создает «кибер-издевательства»[317], «кибер-преследование», формирование клиники психических расстройств и сексуальные эксперименты. Наиболее часто пользователи социальных сетей демонстрируют словесную агрессию.

Другие наблюдаемые различия включают открытое отображение нарушений групповой нормы, таких как расизм, сексизм (секстинг)[318] и гомофобия.

Также проблемы, которые заслуживают осведомленности, включают интернет-зависимость и одновременное лишение сна[319]. Наиболее выраженное негативное влияние интернет зависимости на социальные качества человека: дружелюбие, открытость, желание общения, чувство сострадания. При выраженной компьютерной зависимости наблюдается сильная деградация социальных связей личности и, так называемая социальная дезадаптация человека. Наиболее часто социальная дезадаптация развивается у детей и подростков, проводящих много времени за компьютерными играми и в Интернете. Деградация социальных связей в этом случае развивается через вытеснение объективной реальности виртуальной, созданной с помощью компьютера[320].

Влияния в эмоциональной сфере реализуются в вопросах, связанных с возможностью получения медицинской помощи и эмоциональной поддержки. Многие дети и подростки получают доступ к ресурсам здравоохранения, таким как горячие линии самоубийств, группы поддержки, информация о состоянии здоровья и контакт с соответствующими организациями. Это взаимодействие помогает им поддерживать физического и эмоциональное здоровье в случае невозможности получения помощи в непосредственном окружении[321].

С отрицательной стороны, это способность находить ресурсы в отношении вреда для эмоциональной сферы. Такими являются «сообщества самоубийц», призывы причинения вреда здоровью («селфхарм» и его виды) и т.д. Так же несформированной психике могут оказывать вид различные ресурсы сексуального характера. Особым видом вреда обладают ресурсы распространения наркотических и других веществ и другие варианты призывов к незаконным действиям.

Исследователи предложили новое явление под названием «депрессия Facebook». Определяется как депрессия, которая развивается, когда дети и подростки тратят много времени на сайтах социальных сетей, таких как Facebook, а затем начинают проявлять классические симптомы депрессии[322].

Принятие и контакт со сверстниками является важным элементом подростковой жизни. Считается, что интенсивность онлайнового мира является фактором, который может вызвать депрессию у некоторых подростков. Как и в случае с депрессией в автономном режиме, подростки, которые страдают от «депрессии в Facebook», подвергаются риску социальной

[316]Boyd, D. (2008). Taken Out Context: American Teen Sociality in Networked Publics. Berkeley, CA: University of California.

[317]Patchin, J. W., & Hinduja, S. (2006). Bullies move beyond the schoolyard: a preliminary look at cyber – bullying. Youth Violence Juv Justice, 4(2), 148-169.

[318] Olsen, S. (2006). Keeping kids safe on social sites. Retrieved from http://ww.cnet.com/news/

[319]Christakis, D. A., & Moreno, M. A. (2009). Trapped in the net will internet addiction become a 21st – centure epidemic? Arch. Pediatr. Adolesc. Med.,163(10), 959-960.

[320] Литовченко І. В. Діти в Інтернеті: як навчити безпеці у віртуальному світі / І. В. Литовченко [посібник для батьків]. – К: Видавництво ТОВ «Видавничий будинок «Аванпост – Прим», 2010. – 48 с.

[321] Lenhart, A., Rainie L., & Lewis, O. (2001). Teenage life online: The rise of the instant – message generation and the internet's impact on friendships and family relationships. Washington D.C.: Pew Internet and American Life Project.

[322] Selfhoud, M. H. W., Branje, S. J. T., Delsing, M., ter Bogt, T. F. M., & Meeu, W. H. J. (2009). Different types Of Internet use, depression, and socialanxiety: the role of perceived friendship quality. J. Adolecents, 32(4), 819-833.

изоляции и иногда обращаются к рискованным интернет-сайтам и блогам за «помощью», которая может способствовать злоупотреблению психоактивными веществами, небезопасным сексуальным практикам, агрессивным или саморазрушительным действиям.

В таких ситуациях мы можем понять значимость психотерапевтов в США. Они являются уникальными и универсальными помощниками для обучения семей во всех сложностях цифрового мира и сложных социально-медицинских проблемах, с которыми молодежь сталкивается в Интернете. Работа со специалистами поощряет семьи обращать внимание на основные проблемы их ребенка, такие как запугивания, популярность и статус, депрессии и социальная тревожность, риск и сексуальное развитие и работать с ними[323].

Социальные сети – это, прежде всего, пространство для размещения своего микромира, своих вкусов, интересов, проявлений и общения. В случае, если у ребенка нет такой возможности в семье, то возможность сделать это в сети будет для него особенно привлекательной. Ребенок стремится обустроить личное пространство и создать свое, недоступное для чужих изменений и вторжений, место в Интернете.

Поскольку для подростка иметь возможность заявить о себе, создать свою страницу в сети – это не только важная потребность, способ почувствовать свое место в этом мире, но и современное средство социализации. Препятствовать этому было бы не дальновидно, поскольку ребенок будет чувствовать себя оторванной от современного подростковой жизни, а возможно начнет скрывать свое присутствие в социальных сетях.

Родителям нужно лучше знать, понимать и чувствовать то, чем живет ребенок в виртуальном пространстве. Поскольку социальные сети – это во многом современная замена прежних способов общения (телефонных разговоров, прогулок, совместного досуга), то полный запрет на пребывание в них грозит подростковой протестной поведением: бунтом, скандалами, уклонениями, ложью, саботажем и так далее.

Именно поэтому большое значение занимает профилактика Интернет-зависимости, связанной с выявлением и исправлением негативных информационных, педагогических, психологических факторов, обусловливающих отклонения в психическом и социальном развитии детей и молодежи.

В связи с вышесказанным можно констатировать наличие следующего противоречия: несмотря на очевидную увлеченность молодого поколения интернет-пространством, в официальных программах по проектированию воспитательной работы с подростками данному аспекту уделяется недостаточно внимания.

Что касается развития социальных Интернет-сетей в Украине, то по данным исследования рынка телекоммуникационных услуг[324], доля их пользователей составляет 17% населения старше 16 лет. Facebook сегодня занимает лидирующие позиции – более 11 миллионов активных пользователей в Украине. Instagram находится на второй строке. На третьем месте расположился Youtube (9,1%), который закрепился по территориальному признаку по всему миру. Четвертое место возглавляет не менее интересная социальная сеть Pinterest – 8,88%, которая растет за счет нововведений. Twitter также в топе (рис 1).

Чаще всего украинские пользователи соцсетей пользуются ими для общения с друзьями (60%). Новости и события в стране и в мире интересуют 36% респондентов. Ежедневно или практически ежедневно социальными сетями пользуются 89% подростков в возрасте от 14 до 17 лет и 53% взрослых

Учитывая, что 16 лет – далеко не самая низкая граница возраста пользователей социальных сетей, а также принимая во внимание вышеуказанные проблемы, связанные с чрезмерным их использованием, попробуем выделить новые задачи и соответствующие направления социальной работы с молодежью, актуальные в настоящее время в Украине.

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[323] O'Keeffe, G. S., & Clarke – Pearson, K. (2011, April 28). Clinical report on the impact of social media on children, adolescents, and families. Pediatrics.

[324] «ВКонтакте», «Одноклассники» та Facebook лідирують серед соціальних мереж в Україні. – GfK Ukraine / Новини та матеріали / Прес-релізи GfK Ukraine / Матеріали. – October 11, 2012, 00:22. – Електрон. ресурс. Режим доступа: http://www.gfk.com/gfkukraine/htdocs/public_relations/press/press_articles/009018/index.ua.html
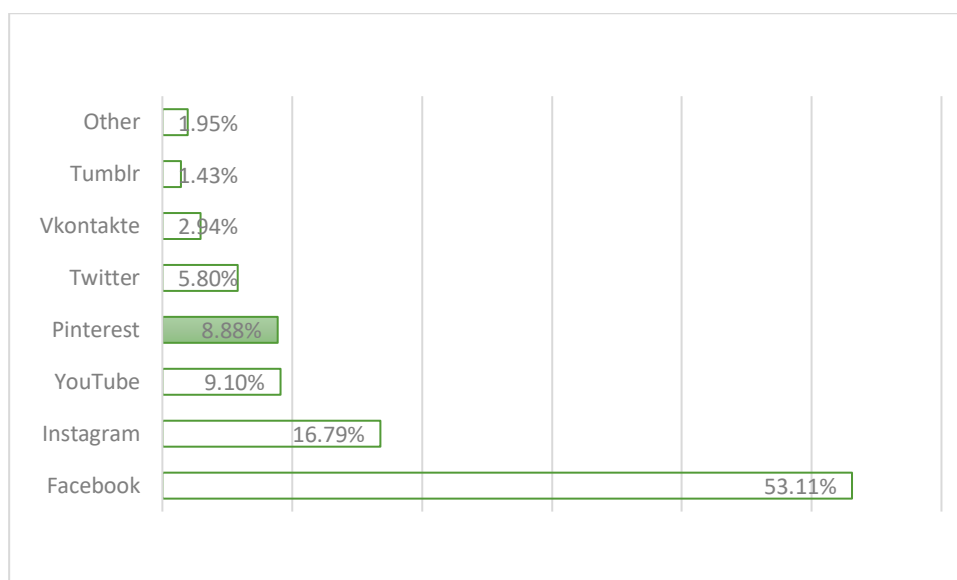
Рис. 1. Рейтинг популярности соцсетей в Украине[325].

Во-первых, требует внимания проблема «третичной социализации», то есть вхождения молодого человека (чаще всего – подростка или даже ребенка) в виртуальное пространство. Понятно, что ограничение доступа к сети не всегда возможно и не решает проблему[326]. Интернет является важным средством трансформации образа жизни сегодняшней молодежи, под воздействием которого происходят изменения в ценностных ориентациях, формируются новые по своему содержанию и качеству виды досуговой деятельности, появляются новые стратегии поведения, возникают новые социальные контакты. В связи с этим учет информации, изложенной на социальной странице учащегося, является неотъемлемой частью целостного портрета, характеризующего личность подростка. Игнорирование данного источника информации может приводить к зарождению и развитию различных социальных девиаций, источником которых становится интернет-пространство[327].

Во-вторых, проблема интернет-зависимости не теряет актуальности. При том что отдельная ее часть оказалась зависимостью от социальных Интернет-сетей, это приводит к бесцельному расходованию большого количества времени. Здесь решением может быть информирование о более полезных способы досуга и удовлетворения своих интересов как в сети, так и вне ее.

Часто бывает так, что за компьютерной зависимостью могут скрываться совсем другие проблемы. Это неуспеваемость ребенка в реальной жизни, неумение общаться, так называемая социальная адаптация. Такой ребенок комфортно чувствует себя именно в виртуальной реальности. И тогда в первую очередь нужно обращать внимание именно на психологические проблемы ребенка.

В-третьих, важной задачей является вхождение социальной работы в виртуальное пространство не как государственной структуры, далекой от реальных потребностей подростков, а как субъекта, открытого и способного к коммуникации, может оказать информационную и психологическую поддержку. Упрощение способов общения, принесенное информационными технологиями и, в частности, социальными сетями, должно быть использовано социальной работой для реализации своей социально-педагогической функции.

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[325] Какие соцсети популярны у жителей Украины: статистика по годам. Электронный ресурс. Режим доступа: https://tech.informator.ua/2018/11/01/kakie – sotsseti – populyarny – u – zhitelej – ukrainy – statistika – po – godam/

[326] Гревцов В. Е. Развитие социальных связей и отношений в виртуальных сообществах. // Социосфера. – №1, 2010. – С. 59-62.

[327] Артишевская Т.М. Психологический портрет пользователя социальными сетями // Знак: проблемное поле медиаобразования. 2012. Т. 1. № (9). С. 6-9.

Следует также отметить, что социальные Интернет-сети как пространство свободного общения является ценным источником информации о реальном состоянии дел в молодежной среде, о психологических проблемах подростков, их потребности и интересы.

Профилактика негативных последствий киберсоциализации может осуществляться путем проведения тренинговых занятий, основная идея которых – формирование так называемого «виртуального «я», способного сознательно использовать ресурсы всемирной сети. Такой тренинг направлен на тех, кто недавно познакомился с Интернет-пространством или незнаком с ним совсем, и должен содержать информацию о возможностях, которые Интернет он открывает, а также о возможных рисках. Для опытных пользователей сети, во-первых, полезным будет проведение теста на степень интернет-зависимости (по количеству часов, которые проводят в сети, частотой проверки обновлений в социальных сетях). В условиях ее обнаружения имеет смысл предложить методы борьбы с ней: контроль количества времени, проведенного за компьютером, анализ содержания пребывания в сети, осознание и отказ от бесцельной траты времени за монитором.

Информационная работа, направленная на профилактику кибер-аддикции, может проводиться как вне сети (внешняя социальная реклама), так и внутри ее. Второй вариант требует больше внимания, во-первых, потому что целевая аудитория большую часть времени проводит именно там, а во-вторых, потому что на данный момент субъект социальной работы практически не функционирует внутри социальных сетей.

Один из самых эффективных способов взаимодействия через социальную сеть – создание публичной страницы или группы, позволяет размещать новости, анонсы событий, опросы, фотографии, аудио- и видеозаписи и др. Количество подписанных или участников зависит в первую очередь от любопытства контента, то есть, от администратора группы, ее наполняемости. Одна из функций социальных сетей – возможность «поделиться» с друзьями чьим-то записями – гарантирует, что страница с интересным и / или полезным контентом не останется без читателей, более того, будет становиться все более популярной.

Глобальная сеть становится все более и более популярным пространством жизни и повседневного функционирования не только молодежи, но и взрослых и пожилых людей. Мы используем его в целях нашей работы, образования, для поиска информации, общения взаимодействия с другими и чтобы иметь контакт с популярной культурой. Следовательно, в Интернете мы можем наблюдать множество явлений и процессов, отражающих объективная реальность, которые, однако, происходят по-разному и определяют другие переменные.

Кибер-общение может изменить многие аспекты нашей жизни – частные, социальные, культурный, экономический и интеллектуальный. Тем не менее, с надлежащей инструкцией, руководством, и надзор, есть потенциал для воздействия позитивного, личного рост. В наш век все возрастающего использования электроники: телефоны, компьютеры, iPod, видеоигры, очень важно вернуть человека в социальное взаимодействие. Балансирование «виртуального» мира с «реальным» величайший дар нас всех.

Выводы. Актуальность вопроса о социальной работе с использованием социальных Интернет-сетей растет вместе с ростом числа включенных в них людей, особенно молодежи. А это означает, что и сама жизнь современного человека будет претерпевать значительные изменения.

Результатом правильной работы в этом направлении должно стать не только уменьшение негативного влияния виртуального пространства на определенные социальные группы, но и повышение эффективности социальной работы в целом.

Таким образом, нельзя точно сказать, что социальные сети плохо влияют на молодое поколение, но и однозначно положительным его назвать нельзя. Ясно одно – игнорировать воздействие социальных сетей на современную молодежь невозможно.

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2.9 STUDENT VOLUNTEERING IN THE SYSTEM OF THE INSTITUTION OF DEMOCRATIC CIVICISM: INNOVATIVE PRACTICES TO PREVENT ADOLESCENTS' NEGLECT

In recent years (2014-2019) on the basis of the activity principle (specific actions) there have appeared citizens in Ukraine, who can be considered agents of institutionalization of democratic civism – a conscious active component of civil society. These are voluntary public organizations, associations, as well as individual pro-active citizens, including volunteer students. We have defined volunteer students as the formation agents of the institution of

The growth and aggravation of social problems in Ukraine in terms of the armed conflict in the east and the authorities' incapability to solve the problems, in particular the problem of children's rights ensuring, actualize scientific research of innovative practices of volunteer partnerships with the authorities in preventing adolescents from neglect. The innovative practice of volunteer students' and the authorities' collaborating aimed to prevent the growth of the number of neglected adolescents contributes, firstly, to the effective social policy in the field of children's rights ensuring, and secondly, determines student volunteering as one of the subjects.

According to the institutional approach, volunteering is a component of the institution of democratic civism and has all the features of a functional institution – it is based on the principles of integrity, organic solidarity, a combination of the objective and the subjective and contains volunteer communities of different organizational forms, volunteering practices as a social interaction aimed to achieve a constructive result. By "civicism" V.O. Sukhomlynskyi meant "a complex social and psychological phenomenon that integrally combines the intellectual, emotional, volitional and practical life aspects of a person as a creator of material and spiritual values of society"[328].

The author defines the institution of democratic civicism as a constructive qualitative part of civil society organized to unite consciously-active competent national-patriotic citizens with a high level of political culture in politically responsible cooperation with state authorities"[329]. In other words, we analyze student volunteering in the context of social education as a form of student self-organization, and its primary purpose consists in collaboration with the government in the process of preventing the increasing disregard for adolescents.

Civic consciousness is a characteristic of the value core of Ukrainianness that becomes the motivating force of social development and expressively manifests itself during responsible and hard periods of historical development. A responsible hard period of time for Ukraine in recent years has been marked by a significant number of serious problems, among them is the growing level of adolescents' neglect.

The use of interdisciplinary, normative, statistical, and comparative research methods, institutional and activity approaches, questionnaire survey and generalization of our own experience of the project implementation "Children of our yard" have effectuated the purpose of this investigation: to reveal the role of activity mechanisms in shaping the civic consciousness of university students in the process of innovative practice of volunteer cooperation with the authorities in the process of preventing disregard for adolescents.

Volunteering as a civil society institution has been the subject of scientific research of such domestic and foreign scholars as M. Bittman, O. Gordilov, M. Kabelkova, T. Kerts, D. Wilkinson and others. The matter of volunteer activity and some aspects of public policy in this field have been considered by such Ukrainian and foreign researchers as I. Bilych, Ya. Buzduhan, N. Garflett, N. Ivchenko, T. Liakh, N. Ockenden, K. Sydorenko, R. Hutchison and others. A long-term experience of volunteering has been analyzed in the works of such scientists as Z. Bondarenko, R. Vainola, A. Kapska, O. Karaman, N. Komarova, V. Kratinova, N. Larionova, A. Powell, D. Smith, O. Pesotska, S. Kharchenko and others.

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The development of the volunteer movement is considered in the context of civil society development in Ukraine, the changes in the matrix of political culture and the model of political behavior of Ukrainians.

Considering the importance and scientific value of the available research, it should be noted that the analysis of the scientific literature has revealed the absence of integral theoretical and methodological considerations about volunteering as an institution of democratic civicism reflecting the place in the system of relations between the state and society, which determined the choice of the research subject.

The word "volunteer" came into use in the French language in 1606 and implied people who voluntarily became soldiers and those who served in various units[330]. Its earlier origin from Latin can be assumed here. A volunteer (from the Latin "voluntarius" – will, desire, from the English "voluntary" – freewill, unforced, to go of one's own free will) – is a person who at his own will helps others. The most important sign of volunteering is that a volunteer spends part of his or her free (personal) time, energy, knowledge, experience voluntarily (without compulsion and external instructions) on activities that are beneficial to people and society in general.

The Law of Ukraine "On Volunteer Activity" defines the meaning of "volunteer" as follows: volunteers are physical bodies, the most active representatives of different communities who, on a voluntary basis, carry out charitable, non-profitable and motivated activities by providing volunteer assistance that is useful for society and the state[331]. The state's recognition of the significance and necessity of volunteer work in Ukraine has been confirmed in the legislative acts: Laws of Ukraine "On Volunteer Movement" (2006), "On Social Services" (2003), "On Social Work with Children and Youth" (2001). "On the general national program for youth support for 2004-2008" (2003), Regulations on volunteer activity in the field of social services (2003) and others. The state has declared that support and promotion of volunteering development is one of the main directions of the state policy in the sphere of social work with children and young people. Law of Ukraine of June 21, 2001 No. 2558 III "On Social Work with Children and Youth". In 2003, the Cabinet of Ministers of Ukraine established the Coordination Council for Development and Support of Volunteer Movement (Order of the Cabinet of Ministers of Ukraine dated 23.04.2003 No.225-p. "On the Establishment of the Coordination Council for Development and Support of Volunteer Movement"). The term "volunteer" was defined, it was legitimized that volunteers have the right to engage in providing social services in accordance with the order approved by the Cabinet of Ministers of Ukraine, which regulates this activity and provides the social service subjects with the right to recruit volunteers on a contract basis to perform this work (Law of Ukraine of 19.06.2003 year № 966 IV "On social services").

In our study student volunteering is defined as the amalgam of learning and volunteer activity. A characteristic feature of student volunteering is that due to their theoretical knowledge university students are able to determine anticipatorily the importance of the problem that requires their volunteer involvement and to develop a method for its most constructive solution.

We divided our investigation into four stages. The first stage – to acquire theoretical knowledge and on its basis to determine the social problems that are to be solved in the framework of the implementation of social policy by the state, the deadlines – the first semester of 2015-2016, 2016-2017, 2017-2018 and 2018-2019 academic years. The second stage – to discover social problems that require innovative technologies to be solved as soon as possible, the deadlines – the second semester of 2015-2016, 2016-2017, 2017-2018 and 2018-2019 academic years. The third stage – to develop social projects and to submit them to the local authorities for their further collaborative implementation, the deadlines – the second semester of 2015-2016, 2016-2017, 2017-2018 and 2018-2019 academic years.

The fourth stage – to implement innovative projects and to evaluate their effectiveness, the deadlines – summer holidays between academic years: 2015-2016, 2016-2017, 2017-2018 and

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2018-2019. 76 first-year, second-year, third-year and fourth-year students of the specialty "Social work" (V.O. Sukhomlynskyi Mykolaiv National University) were selected as the participants of the research. During the first semester of 2015-2016, while studying courses of "Volunteering in social work", "Social policy", "History of social work", "Theories of social work", "Practical course of social work", "Democratic education", "Methods of scientific research", "Social Technologies", "Innovative Technologies of Social Work", "Technologies of social expertise", "Technologies of social project planning", while learning the training material in the sections "Self-contained work", the students worked at the action-oriented tasks. Using the appropriate methods of analysis, they were to analyze the process of social policy implementation in mass media, on the official sites of social services, in social networks. The also interviewed the residents of Mykolaiv and analyzed graffiti on different buildings of the town.

According to the results of the first stage (acquisition of theoretical knowledge and determination of the social problems to be solved in the framework of the implementation of social policy by the state) the social problems of displaced persons from the area of the armed conflict in the east of the country were discovered, as well as the problem of employment, the problem of drug addiction, the problem of domestic violence and the increase in the number of children without parental care. The second stage was devoted to the social problems that require innovative technologies to be solved as soon as possible.

There were discovered such problems as the problem of violation of children's rights in terms of neglect and the increasing number of children without parental care, whose support maintenance and upbringing is carried out in boarding schools. A detailed analysis of the problem and the perspective of raising children in boarding schools were discussed at a cooperative meeting of the core group of student volunteers. Particularly, there are over 700 boarding schools for children in Ukraine. These institutions are under three ministries: the Ministry of Healthcare (38 institutions), the Ministry of Education and Science (563 institutions) and the Ministry of Social Policy (117 institutions).

Under the Ministry of Healthcare, the youngest children are supported and raised, disabled children are under the Ministry of Social Policy. The largest number of boarding schools and children in them are under the Ministry of Education and Science. According to the latest data, in Ukraine 1.4% of children are brought up in boarding schools. As a rule, from 100 to 300 children reside and are raised in one institution. 17.2% of children in boarding schools live by nines per room. In Austria, Norway 0.1% of children are educated in boarding schools, in Poland, Bulgaria, Romania, Moldova 0.5% of children are raised in such institutions. In different regions of Ukraine, the ratio of children to institutions is different. In the Kyiv region only 0.66% of children live and are brought up in boarding schools, in the Zhytomyr region the figure is 1.3%, and in some oblasts the figure exceeds 2%. The data mentioned prove that if there are boarding schools, there will certainly be children in them. If there is a boarding school for children with intellectual disabilities in the community, there will be many children there with such disabilities. If there is a boarding school for children with pulmonary diseases, there will surely be children with such diseases. The state spends billions of hryvnyas on boarding schools.

However, the major amount of the money is not spent on clothes or products for children, but on the maintenance of buildings and the remuneration of staff work. In 2016 7 billion hryvnyas were appropriated for boarding schools, in 2017 the figure was 8 billion hryvnyas. Another 250 million in 2016 and 234 million in 2017 came from benefactors. 80% of the amount was spent to pay for the public facilities in huge buildings and to pay salaries to the staff. 46% of the staff in a boarding school are technical and administrative workers, 54% of the staff are instructors and educators.

There are children who have been in residential care for over 10 years. During this time their personal relationships with their parents are destroyed. Boarding children often grow up unprepared for independent living, or even lack necessary social skills and abilities. Less than 10% of boarding school graduates successfully realize their full potential in life. The reason is that the environment in a boarding institution does not contribute to the development of the child's ability to build relations in life, which poses a direct challenge when creating their own family. The research results indicate that the children, whose mothers were brought up in a boarding school in her childhood, are also at risk

of being sent to a boarding institution: the boarding school model of education is a common model for such parents.

The survey also revealed that:
- about 20% of boarding school graduates have criminal records;
- 14% are engaged in prostitution;
- 10% commit suicide two years after graduation;
- only 10% of graduates are fully integrated into society. Boarding students have difficulty in communicating, lag behind their age mates growing up in families in their cognitive and emotional development. Here are the results of influence of boarding schools and orphan homes on the children of tender age:
- 55% have setbacks in the development of general motor skills;
- 40% – have setbacks in the development of fine motor skills;
- 32% are mentally retarded;
- 43% have developmental delays of speaking habits;
- 28% have setbacks in the emotional development;
- 44% of children have developmental delays on three or more indicators.

Most institutions are closed systems and inside them there is often violence. Family is a natural protective environment for a child, in the family every child is a personality. In a boarding institution identity is lost or dissolves in a community[332].

Thus, the students engaged in the research defined the problem of adolescent neglect as a priority for their possible voluntary participation in developing a strategy for its solving by creating and implementing a social project that would prevent children from being sent to residential care.

The third stage of the investigation was to develop social projects and to submit them to the local authorities for their further collaborative implementation. During summer holidays 34 out of 76 students took the initiative to participate on a voluntary basis in the process of implementing the project "Children of our yard" developed by students under the guidance of the author of this research.

The project "Children of our yard" is a constituent element of a complex activity-correctional education system of the authorial project "Democratic education". We present the contents of the project "Children of our yard". The objective of the project is to organize purposeful leisure time of adolescents at the place of their residence and to prevent adolescents' neglect. The correctional tasks of the project are to direct the leisure energy of adolescents unattended by parents into the functional frame; to develop children's skills of safe behavior; to prevent delinquency and abuse of adolescents; to prevent offenses and child abuse by adults; to educate civic and patriotic responsibility; to prevent harmful habits of children; to motivate children to lead a healthy life. The diagnostic tasks of the project are to disclose and prevent risky and unlawful behavior models in adolescents' families (to enlighten the latter and provide social counselling for adolescents and their family members in case of necessity).

The fourth stage was to implement innovative projects and to evaluate their effectiveness, the deadlines – summer holidays between academic years: 2015-2016, 2016-2017, 2017-2018 and 2018-2019. The social benefit of the project consists in promoting the processes of socialization and reducing the level of adolescents' neglect through innovative volunteering practice of the students-social workers of V.O. Sukhomlynskyi Mykolaiv National University on organizing constructive leisure time of teenagers at the place of their residence, as well as in preventing the risky model of behaviour from developing in their families, which will help to decrease the number of children in boarding schools institutions.

The project appeals to the following audience: the students-social workers of V.O. Sukhomlynskyi Mykolaiv National University, the community-based teenagers. The concept of the project is "University students' organizing purposeful leisure time of adolescents at the place of their residence". Taking into consideration the property stratification of society and different moral values of citizens, the project involves corrective and diagnostic programs arranged by the students of the speciality "Social Work" for teenagers and their parents. The programs are aimed to prevent uncared-for children from suffering and from entering a boarding school.

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[332]*Реформа інтернатних закладів (деінституціалізація)*: https://www.adm – km.gov.ua/?page_id=40310

Within the frame of acquiring practical skills in preliminary training courses *Practical course of social work, Social psychology, Social work with different customer groups, Social pedagogics* the students-social workers tested theoretical knowledge in organizing management of hyperactive teenagers forwarding it into a constructive frame. Thus, cooperating with authorities (representatives of state social welfare services) the students identified and assisted those children who were in need of social assistance or orphanage and prevented their violence.

As the students are closer to teenagers in age, they managed to become mentors, senior companions to teenage children, together they participated in outdoor games, sports competitions, mini-concerts, improvised puppet theatre, patriotic events "Ukraine and we". They also simply assisted with advice organizing meetings with experts in human rights, patriotic education, prevention of drug addiction, AIDS, sex education, traffic rules and others.

At the same time, the students gained respect and benevolence from children, they could feel personal importance and social realization and acquire relevant competencies: the ability to apply professional knowledge in practical situations of social and pedagogical activity, the ability to get self-education, to develop professional skills continuously, the ability to communicate, to develop skills of establishing mutual understanding of different specialists and their effective cooperation, communicative interaction, to master skills of interpersonal communication; the ability to use information and communication technologies in the learning process and while collecting, processing and analyzing information from different sources, while finding creative ways of solving problems; the ability to detect, set and settle problems of children, teenagers, adults professionally, through their involvement in specially organized social and pedagogical activities; the ability to comply with requirements to discipline, to make plans and to manage time;the ability to structure and assign professional activities, to coordinate work with various social institutions and representatives of related professions, to make reasonable managerial decisions and to ensure their legitimacy; the ability to use qualification-profiled knowledge in professional activity in accordance with quality standards, as well as the ability to master the methods of their implementing; the ability to be aware of their own competence, to comply with ethical standards and responsibilities of a social worker, ethical principles and standards of social and pedagogical work, and to strive to refine professional skills;the ability to take into account psychological peculiarities of professional-pedagogical and educational activities of the subjects of an educational process in higher education institutions; the ability to create effective technologies for teaching professional disciplines of social work in higher education institutions in accordance with contemporary requirements and the factors of society development; the ability to determine the content and tasks of future social workers' training, to develop didactic materials for teaching and assessing students' knowledge; the ability to generate new ideas and make innovative decisions for effective professional-pedagogical activity.

The volunteer students have demonstrated the ability to appreciate work, motivation to work through active social/volunteer activity, which is considered to be one of the responsivity forms to increasing unemployment and lack of working skills among yaiung people. The effectiveness of the project lies in the low cost of material resources, in the increase of the level of civic conscious activity (civicism) of 34 volunteer students, in the prevention of risky behavior of adolescents and their families (total number – 432 teenagers and 706 their family members), in the tendency of decreasing the number of neglected children, in enhancing a safe social environment and collaborating between the university, the authorities and the local community.

The project was approved by the Coordinating Council for Family, Children and Teenagers of Mykolaiv Regional State Administration on 16.05.2015. The project implementation has been carried out for the last four years during the spring-summer period in the town of Mykolaiv selectively in the yards of densely-populated housing developments of the Inhulskyi, Zavodskyi, Korabelnyi and Tsentralnyi districts.

We provide selected reports submitted by the students on the results of the practice of volunteer activity conducted within the project "Children of our yard", the analysis of graffiti paintings on the buildings of the city. On one of the photos there is an advertisement for drug sales on the telecommunication channel (Pivdenna Street and Myra Street).

It is distributed in all areas of the town and is renewed after being painted out. It is mostly found in the crowded places and residential areas with less wealthy residents. This fact creates the impression that drug propaganda is costly funded and leads to a considerable number of drug addicts who spend all their money to buy the poison. The actions of the authorities to identify and neutralize drug dealers are clearly inadequate and ineffective.

The potential harm of this advertisement for teenagers is based on natural curiosity of children and poses a high risk for a teenager to become a victim. Therefore, the program of volunteering aimed to prevent drug addiction among adolescents should be prepared with a special care. On another photo there is an inscription "BRUD" that is the name of an aggressive band famous for their obscene songs. The author of this inscription probably suffers a hard period in his life and in such a manner tries to express his feelings. To identify and provide such graffiti painters with timely assistance so that they don't enter the high-risk group is one of the important tasks of the project participants.

From the reports concerning communication with children: "Children claim that their parents are predominantly occupied either with work or with their own affairs, and associatet with them for about half an hour a day. According to one of the eight-year-old girls named Julia "Mom either scolds me or buys me some ice cream. When I want to go with my parents for rest in summer, it turns out impossible, because my parents are short of money for that and I don't get offended, because I understand my parents". Teenage children do not know what they might engage themselves in, so they start doing exercises, or playing football at best. But at worst they plunge into drinking, smoking, fighting, organizing criminal groups and plundering in crowded places (children from poor families). There is a specific problem with the scope of outlook of ordinary Mykolaiv children – children can not search their memory for any poem, but easily perform some lines from chanson, pop music or other. This indicates, first of all, to their parents' aesthetic preferences. It should be noted that the children got on well with the students, although some of them turned away and left refusing to play "children games", some children even in their drawing cannot express their attitude to Ukraine, perhaps due to shyness or possibly due to the absence of any attitude.

The girls' drawings are mostly filled with bright colours, and the prevailing topics of their pictures are friendship and joy. But the boys' drawings do not usually have a wide range of colours, and the main topics are defence, fortified walls, and ships. It was amazing how two sisters (one was much younger than the other) were drawing together supporting each other. Also, most of the children gained knowledge of Ukraine not at home but in the kindergarten or school, as such topics are not discussed at home. The children (girls rather than boys) began to watch the news with excitement, their favourite TV program became "ABZATS!".

The level of political socialization of Mykolaiv children is adequate, which can be explained by the level of politicization of Ukrainian society in general. The children's disposition is altogether patriotic, which is not surprising for the current popularity of "patriotism". The children are not consolidated and play together according to the accepted stereotype "girls with girls, boys with boys". The latter tendency is a Soviet survival of the past that should be put away with. The children who participated in the project are characterized by unwillingness to choose the leader or authority to rely on. For most of the children material values are foregrounded."

The successfullness of the activity mechanism of developing civic consciousness among volunteer students can be confirmed by the fragment from the report of one of the students: "The project "Children of our yard" should be applied not only in Mykolaiv, but also in the Mykolaiv region, because the yards and children are all over ours!".

The benefit of the project "Children of our yard" also consists in participating in the implementation of government initiatives within the framework of social policy – introducing the reform of boarding institutions for children in Ukraine in accordance with the National Strategy for reforming institutional care and upbringing of children in Ukraine for 2017-2026, adopted on 09.08 2017 and calculated for three-stage accomplishment (3 photos).[333]

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[333] *Національна стратегія реформування інституційного догляду і виховання дітей в Україні на 2017-2026 роки.* https://zakon.rada.gov.ua/laws/show/526 – 2017 – %D1%80

The substantive content of the Strategy will be to work out a program that will estimate the needs of every child and his or her family, find out the reasons for a child's entering the institution and reveal what needs to be done for a child to be brought up with relatives, or in another family, or in the environment as close to family as possible. Such estimation will clarify what services are necessary to provide and develop in the community in order that to prevent children from being sent to boarding institutions.

Thus, the innovative practices of the last four years of student volunteering are an example of volunteers' cooperation with authorities in the field of children's rights and prevention of adolescents' neglect. In this regard, it is equally important for students to gain experience and to determine the decisive role of the mechanism of developing civic consciousness of volunteer students by involving them in solving national problems.

As a result of participation in implementing the project on prevention of adolescents' neglect, the team of student volunteers proved to be the agents forming the institution of democratic civicism in Ukraine and confirmed the effectiveness of an integrated activity-corrective educational system of the authorial project "Democratic Education" for the purpose of its promoting to societal-competency practices. Their work also defined one of the main functions that lies at the root of political interaction of the state and society.

It is commonly known that one of the main problems of interaction between civil society and public authorities in Ukraine is the issue of trust shortage. Today, volunteers are the social group with the highest rate of population confidence. It determines its vital role and significance in the issue of political recognition, trust and reliability. It is confirmed by the fact that the government is willing to legally assign volunteers the status of public advisers in their communities.

Conclusions. The analysis of the social activity of the students engaged in active volunteer activity enables to draw the following conclusions:

- student volunteering is one of the components of the institution of democratic civicism, as according to the institutional approach, it has all the features of a functional institution: it is based on the principles of integrity, organic solidarity, a combination of the objective and subjective, and includes volunteer communities of different organizational forms, volunteer practices as a social interaction aimed to achieve a constructive result;

- the activity mechanism of developing civic consciousness of volunteer students plays the key role in the process of their involving in solving national problems;

- as a result of participation in implementing the project on prevention of adolescents' neglect, the team of student volunteers proved to be the agents, the driving force of creating the institution of democratic civicism in Ukraine;

- as a result of participation in implementing the project on prevention of adolescents' neglect, the team of student volunteers confirmed the effectiveness of an integrated activity-corrective educational system of the authorial project "Democratic Education" for the purpose of its promoting to societal-competency practices;

- recruitment of student volunteers is a powerful incentive for the formation of an active and responsible pro-government position of the young generation of future citizens;

- the innovative practices of the last four years of student volunteering are an example of volunteers' cooperation with authorities in the field of children's rights and prevention of adolescents' neglect;

- gaining experience of solving social problems becomes significant for students;

- as a result of participation in implementing the project on prevention of adolescents' neglect, the team of student volunteers defined one of the main functions that forms the basis of political interaction of the state and society, determined its vital role and significance in the issue of political recognition, trust and reliability.

We recommend that further collaboration of the institutions of democratic civicism with the authorities in solving national problems and national development should be extended by recruiting the young generation of Ukrainian patriots.

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Part 3. THE INFLUENCE OF SOCIAL INSTITUTIONS ON THE FORMATION OF ACTIVE CIVIC POSITION OF YOUNG PEOPLE

3.1 POLITICAL CONSCIOUSNESS AS PART OF THE FORMING PROCESS OFSTUDENT YOUTH CIVIC ACTIVITY

Introduction. Political consciousness is an important component of an individual and it is necessary for conscious and full-fledged functioning in any society and state. Everyone has to understand their contribution to the state governing, their place in it and their opportunities. This understanding involves both the knowledge about the structure of the state, the parties functioning, the connections between them, and the ability to critically interpret the social order that has emerged as well as the ability to make corrections to it, adhering to universal values.

The political consciousness of citizens is not limited only to deciding on Election Day. The political consciousness is part of the overall mind of an individual, which manifests itself in values, judgment and active position, readiness for action. The political consciousness forms the style of human life and the whole society. Unconsciousness, lack of knowledge, victim complex, bidding for electoral voices, fragmentation and intolerance have to be overcome by the Ukrainian society, in order for the people to cease to be the object of manipulation and to become the subject that chooses the vector of the country's movement.

The aim of this article is to carry out the theoretical justification and experimental check of the state of formation of the student youth's political consciousness, which is a part of their civic activity.

Results and Discussions. The socio-psychological phenomena associated with the social attitude to public institutions, especially to some certain institutions of authority, are defined by such concepts as political consciousness[334]. O.V. Krasnokutskiy determines "political consciousness" as a socio-philosophical category to denote one of the main forms of social consciousness, which consists of a certain set of ideal forms, covering and reflecting political existence, subjective images of the state system, the system of state power, the direction of the state development, which are formed in society at the appropriate stage of its historical development by accumulation, preservation and transformation of information about them[335].

The political consciousness as the main form of public consciousness preserves all the fundamental features of the latter, which certainly receive their specific peculiarities in this form. Having enlightened the special characteristics of political consciousness, it should be noted first of all that it, firstly, has a perfect character, and, secondly, derived from the political, and, naturally, social existence of character. Thirdly, its content is a collection of ideal forms, covering and reflecting political existence, subjective images of the state system, the system of state power, the direction of state development[336].

As an important characteristic of political life of society, the political consciousness has certain peculiarities, conditions of occurrence and ways of forming. A prerequisite for the formation of such consciousness is that a person begins to become aware of its group affiliation, group identity and at the same time a person is unable to realize own group interests without certain relationships with political authorities. The political consciousness is inherent by a particular person when he/she realizes his/her civic status, position, and at the same time – and the real need, as well as the necessity to influence the authorities.

The political consciousness of an individual, a social group and a society are not identical. The political consciousness of the group and the society is not a general amount of political knowledge and the views of individuals who make them. Each social group, as well as every society, being independent subjects of politics, produces its own political knowledge and insight.

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[334] Жданенко С. Б. Щодо питання національної ідентичності В Україні.

[335] Краснокутський О. В. (2013) Політична свідомість як утворююча складова процесу формування ідеології державотворення, с. 227-240.

[336] Головатий М. Ф. (2001) Політична психологія, с. 57.

The formation of political consciousness depends not only on the objective situation in which this process develops. The factors of subjective nature are of great significance, in particular:

1) External, which include institutions of political system, national and social groups, various informal associations under the influence of which the socialization of a personality occurs;

2) Internal, characterizing mechanisms of mentality, analysis and decision making, etc. The latter embrace the needs, interests, spiritual values, and individual psychological qualities of a person[337].

The political consciousness of student youth has its own peculiarities. First of all, the category "Student youth" is interpreted differently by different scientists. In the works of O.V. Larmina, the student youth is regarded as "a specific, socially-professional group of people of young generation, united by implementation of special educational and social-preparatory functions, characterized by common everyday life, value orientations and lifestyle"[338].

On the one hand, this community is characterized by its inherent psycho-physiological features and activities that are mainly related to the preparation and inclusion of the social life with all its complexities and contradictions. On the other hand, it has its own subculture, internal differentiation, which corresponds to the social division of the society. Its characteristic feature is that it has a dual nature, i.e. it is at the same time a biological and social phenomenon, which causes the connection of its psychophysical and social development.

Thus, the younger generation is always significantly different from the senior. Its social portrait, aspirations and orientation are mosaic, even controversial in nature. Socio-political orientation of modern student youth reflects the new political and economic reality with its contradictions and the existence complexities as follows:

-in its majority the young student generation of Ukraine compared with people of middle and older age supports the state independence and market transformations;

-nowadays four out of five young people advocate accelerating economic reforms and support the institutions of private property and entrepreneurship;

-this generation depends more on own strength than the support from parents and friends in comparison to previous generation, which indicates the weakening of the paternal expectations;

-certain changes occurred in the labor value orientations of the young generation:

the importance of high wages grows; the requirements for nature and conditions of the activity increases[339].

The formation of political consciousness is possible through the political culture of student youth, which is associated with the whole number of factors, such as: individual-psychological (intellectual features, personality traits, valuable orientations), socio-psychological (the influence of parents, friends, educational institutions, MEDIA), socio-economic (economic situation of the country as a whole, and a particular personality). Several researchers emphasize the level of political activism and social intelligence. Others focus on such a factor, as political orientation of parents.

Political consciousness forms the lifestyle of a person, therefore such important social institutions as the state and the system of education dedicate special attention to an important factor of personality formation. On reaching adulthood youth gets the opportunity to participate in the election process. But the political consciousness is not limited to participation in election days only. It is an ongoing process, which is designed to make life choices focusing on the situation in the country and beyond.

Therefore, ignoring or not paying enough attention to forming the political mind of the student youth, the society risks getting "short-term" generation unable to adapt in the society and in the fast-changing political and economic world. At the same time, the formation of political consciousness is intended not only to prepare young people to live in the society, but also to turn them into "agents of change", which would be able to form a new political reality.

To study the cognitive component of political consciousness, as well as to study and diagnose students ' ideas about the modern political and economic situation in the state the scientists developed

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[337]Воловик В.И. (2006) Философия политического сознания, с. 24.

[338] Скориніна-Погребна О.В. Студентська молодь як потенційна економічна еліта суспільства.

[339] Литвин О.В. Особливості студентської молоді як суб'єкта політичних відносин.

the questionnaire "Youth in the social and political life of Ukraine"[340]. The mentioned questionnaire includes 27 closed and semi-closed questions, which provide the investigation of the following socio-psychological factors of the students' political consciousness formation as:

a) Availability and intensity of political interest;

b) The role of student youth in state processes; the role of students ' own activity in political events;

c) The emotional coloration of a political situation in the country;

d) The role of higher education institutions in forming the political consciousness of youth;

e) The attitude to the state symbols and perspectives of youth policy development.

We have conducted a survey among the students of the speciality «Social Work» in Petro Mohyla Black sea National University. In total, 40 students participated in the survey. The following conclusions were made according to the results of the primary cross section to detect the place of youth in the social and political life of Ukraine:

• Most of the respondents (75%) try to be informed about the political situation in Ukraine, and only a part of them (25%) is interested in the direct attitude of the political situation to the interests of respondents.

• Most of the respondents is worried about the reduction of the population's life quality and price increase (83%), decrease in the population's morality (41.7%).

• At the same time, any citizen of Ukraine, according to the respondents (58%) is able to influence the situation through their participation in elections to local self-government bodies and state authorities and through associations (33.3%).

• Disappointment (58.3%), anxiety (33.3%) and pessimism (33.3%) were prevailing emotional states regarding the current political situation among the polled youth. At the same time, the young people are deprived of confidence, tranquility and optimism.

• 66.6% of the polled believe that the political situation in the country has reached its critical point. Wherein 41.6% of respondents hope for gradual positive changes against the crisis situation in Ukraine, and 33.3% of respondents believe that the situation will worsen.

• Half of the students surveyed do not see available and reliable information sources highlighting the political situation. The Internet and television are the main sources of the respondents' awareness. None of the respondents believes that the state should control MEDIA and privacy of its citizens, most of them (41.6%) expressed their tolerant perception of different views and beliefs, and 25% believe that privacy is untouched for the state.

• 58.3% of respondents do not believe that education in Universities affects their interest in the political life of the society.

• The students showed their patriotic focus as 50% of the respondents are «very proud» of their nationality and 33.3% is "rather proud".

• Passivity and paternalism (58.3%), kindness and frankness (33.3%) are the main characterizing qualities of the Ukrainian people according to the respondents.

• To promote Ukraine's development and increase of living standards in Ukraine, only 33.3% of respondents see the idea as own responsibility.

• In the election of the head of State, 66.6% of the respondents are guided by their political awareness and erudition, 41.6% by their ideological beliefs.

• None of the respondents is deeply worried about the events in Ukraine, they discuss them occasionally, and 83.3% sometimes follows the news, only 16.6% is regularly interested in such information.

• 41.6% is interested in socio-economic and political changes in the country only in exceptional cases, and 33.3% of the respondents follow them constantly, analyzing and comparing domestic situations with the ones in other countries.

• The level of tolerance, culture and awareness is not satisfied by 58.3% of surveyed students. 41.6% considers the state satisfactory. 41.6% of respondents estimate the level of freedom of speech

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[340] Пірен М. І., Корнівська М. М. (2011) Молодь і політика в Україні: соціо-психологічний аналіз, с. 160.

as high and only 33.3% of those polled do not experience manipulation of their consciousness by the MEDIA.

• 50% of the respondents hope that a strong leader will establish order in the country, 41.6% is vague to answer and only 8.3% believes that with the help of public associations it is possible to bring order in Ukraine.

• Only 33.3% of respondents believe that the State youth policy promotes the interests of young people.

• Concerning the level of trust to different institutions, 33.3% of respondents expressed their full trust to church, 66.6% partially trust the MEDIA, 58.3% – to law enforcement authorities, 66.6% believes political parties are not credible, 58.3% – the Verkhovna Rada, 50% – the local councils.

• Among the conditions of prosperity the interviewed students see the moral improvement of the society on the basis of good and justice – (50%); increase in salary, scholarships – (33.3%); real guarantees of rights and freedoms of citizens – (33.3%); responsibility of the authorities, their openness and transparency – (33.3%); liquidation of parliamentary immunity – (33.3%).

• However, the young respondents are rather passive in the participation in public associations, as 41.6% are not participants of any organizations at all, 33.3% are members of trade unions, 16.6% – leisure club and environmental movement, 8.3% – sports sections and 8.3% – political parties.

• None of the respondents expresses indifference or negative attitude to the national flag and hymn.

• Only 8.3% of respondents negatively relate to the Russian language in Ukraine. Most of the respondents are treated it with respect or neutral, at the same time not rejecting the importance of learning Ukrainian as a state language by all the members of the society.

• The respondents appreciated their attitude to reforms in the Ukrainian society as follows: they mainly approve of educational (58.3%) and cultural (33.3%) and they disapprove of political and economic (25%) reforms.

The results of the diagnostic study to identify the state of formation of political consciousness among the students showed the need for additional influence in order to form a studied quality. In order to form the political consciousness of students, we used the cycle of psychological trainings "Me and Politics" based on the works by M. I. Piren, M. Kornianska[341]. The cycle consists of 5 sessions of 90 minutes each:

1. Organizational lesson and psycho-diagnostic examination, "My Life Credo"
2. Formation of personal maturity; "Everybody to the elections!"
3. Politics and manipulation
4. Learn to understand and respect others
5. "Me and politics, Politics and Me"; a session of the Parliament; Psycho-diagnostic Examination (II stage); Summing up.

In order to justify the selected topics, we consider each lesson and tasks, which are directed to at each of the sessions.

The first training lesson is aimed at introducing participants with the coach and considering the concept of "political consciousness". The main aim of this session is to familiarize participants with the purpose of the research and cycle of trainings. After exercises on familiarity and warm-up, the basic rules of the group are introduced, this should be complied with throughout the program. These rules include the following:

1. Observe confidentiality without getting any personal information outside of the group.
2. Everyone is responsible for their own training and development.
3. Say "I", not "we" or "all".
4. Listen to others and respect each other's opinions.
5. Everyone has the right to say "no".

The next step was to figure out the expectations of each participant of the training. A mini-lecture containing theoretical material concerning the significance of political consciousness in the life of the individual and society was proposed in the main part. By means of brainstorming, the investigated

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[341] Пірен М. І., Корнівська М. М. (2011) Молодь і політика в Україні: соціо-психологічний аналіз, с. 136.

group has formed a list of the main elements necessary for effective communication, since it is the basis for understanding between people. At this stage, a diagnosis of values was carried out (with the help of Sh. Schwartz's methodology) and the general state of the political consciousness of young people (using the questionnaire of M. I. Piren, M.M. Kornivska).

The activity "My life credo" allowed the participants to demonstrate to each other their slogan, which at this stage of life is appealing to them and forms the further direction of their movement. This activity is essential for disclosure, better communication and deeper self-awareness of their motives in action.

The "Listen and Back" exercise has tuned students for active listening and effective interaction and has improved the emotional state of the group.

At the second lesson, "Understanding field" exercise was conducted. This is an exercise of definitions, which allows intensifying the memory, thinking and ability to formulate thoughts. The members of the group suggest expressing understanding of concepts "conservatism", "radicalism", "authoritarianism", "liberalism". At the next stage, the students tried to relate these concepts to the ideology of well-known political parties and states.

The brainstorming "What prevents politicians from behaving responsibly" and the discussion on the given topic allowed to listen to the students ' opinions, to organize and arrange them, to exchange views, information and impressions.

The creative task "Everybody to the elections" aims at the creation of speech of a presidential candidate in the country by the subgroups of students. The presentation of the election program aimed at finding solutions, intensification of knowledge, viewing of existing views, as well as on training of public speaking skills.

The third lesson has begun with a creative task to prepare a report of a political figure in which technologies and persuasion strategies are traced. This activity is necessary for the students to try their suggestion techniques, feel as a politician, and feel the influence of both open persuasion and veiled techniques. The report trains the skills of public speeches, persuasion, and discussion with the audience, the skills to defend their own opinion and civilized dispute.

The fourth lesson was aimed at creating a tolerant and patient attitude towards people with other beliefs, views, and peculiarities. "Label" exercise allows you to experience the stigmatization effect on yourself.

The role-playing game "Civilization" is aimed at the development of imagination, the manifestation of skills of public speaking, discussions, as well as the ability to critically perceive information, to find "touch points" and compromises in communicating with a person/group of persons having counter views.

The Fifth final lesson included exercise "I can say no!" to develop the ability of the training participants to consciously refuse and not to allow the opponent to manipulate the will of the interlocutor. The projective methodology "Me and Politics, Politics and Me" allows realizing the participants of the training their understanding of politics and their own place, which they occupy in relation to the political life.

The last exercise "Parliament Session" is a modeling game, designed to create the conditions of the Verkhovna Rada, so that the participants better understand the process of legislation and adoption of laws, as well as feel the atmosphere of the process itself.

The fact that no participant in training has refused to participate can be regarded as a success. The atmosphere was friendly, and the mood of the group was sublime. The students ' activity and interest were marked during the trainings. The participants interacted with each other and with the coach, performed tasks, and took part in discussions. The main methods of forming consciousness are self-realization in creativity and training of discussion skills, public speaking, and awareness of own participation in the system, development of tolerant attitude and improvement of communication skills. We offer theoretical blocks and practical tips to improve the state of the political consciousness of student youth.

To obtain data on the level of political awareness of students after the completion of the training sessions, we conducted a questionnaire of the students; the necessary data characterizing the state of

the studied quality was collected. In case of the repeated study of questionnaires "Youth in Social and Political Life of Ukraine", the results of personal survey are represented by the changes in the following paragraphs.

Interest in the political situation and active participation in political life increased by 1 point at each position; among the political problems which excite respondents the aggravation of interethnic relations increased by 2 points and the growth of corruption by1 point, while "pandemic situation" and "military actions" have lost 1 point, which can be interpreted as a bias vectors search for reasons of the unsatisfactory state of political life from objective factors (geopolitical and socio-cultural situation); as for the possibility of influence by citizens on political life, the positions of respondents shifted to a positive pole – by 3 points, the figure "with the support of others" has increased and the indicator "participation in elections to local self-government" has decreased by 2 points, which characterizes the influence of the training activity, which showed a synergistic ability to solve problems in unions; among the emotional states of the respondents the activity increased by1 point and hope by 2 points respectively.

For the thesis "I try not to think about tomorrow, I live at present" only 8.3% of respondents voted in the second poll (which is decreased by 2 points) and hopes for better rose to 58.3% (2 points).

By 3 points increased the confidence in the information that the respondents receive at lectures, seminars, practical trainings in Universities; trust in the Internet as the media about the political situation also increased by 3 points; 3 points were added to the thesis on how much University education influences the interest in politics, as "it affects but not significantly" and by1 point the indicator "it significantly affects" increased; the pride for their Ukrainian citizenship increase by 2 points, the respondents chose the option "rather proud" more; the indicator "passivity, hope that someone else will solve my problem" lost 2 points; the desire of social order increased by 5 points; the sense of responsibility for the country's fate increased by 3 points in the respondents; the indicator of ideological beliefs for making decisions on the choice of candidate lost 1 point, and the level of awareness increased by 2 points.

The indicator of those who regularly interested in information on political and economic changes increased by 2points; those who are dissatisfied with the state of culture of the population decrease by 1 point and therefore, the number of dissatisfied is 50%. 4 more respondents than at the initial cross section consider the Association of Citizens and the solution of problems democratically as the way to achieve the order in Ukraine, the indicator of hope for a strong leader decreased by 1 points, which indicates the growth of activity among the students and faith in their own cohesion; the thesis "different views and beliefs should be treated with patience, even critical ones" got by 2 points more votes, indicating the growth of the value of tolerance for the respondents; the society and people need independent information was chosen by all 100% of the respondents (growth by 1 point). The state youth policy corresponds to the interests of youth added 1point.

In respect of trust in social institutions, in re-study the MEDIA got 2 points more for the option "partially trust" and it constitutes the indicator of 83.3% of the total number of respondents ' choices; the law enforcement agencies have not changed their indicators; the indicators on trust to political parties decreased by 1 point; the trust in the local authorities increased by 2 points in the option "partially trust", and the Verkhovna Rada received 1 point more in the mentioned option, the trust to the President also increased by 1 point. These indicators are characterized by the fact that the respondents during the training sessions were able to learn more about the activities of the Verkhovna Rada and the President, to feel the specificity of the activity and the process complexity.

50% of the respondents (2 points more) voted for the necessity to ensure real guarantees of citizens' rights and freedoms; 41.6% (1 point more) – for the increase of responsibility of the authorities, its openness and transparency; 41.6% (1 point more) – for the elimination of parliamentary immunity.

The level of freedom of speech for 68.3% of respondents is high (2 points increased). By 4 points more was assessed the indicator "recently observed" regarding the manipulation of the MEDIA influence on the respondents ' consciousness which is explained in our opinion, with the growing attention of the respondents to the political sphere and associated with knowledge about the mechanisms of manipulation they learned during their trainings.

The opinion of the respondents on the necessity to study the Ukrainian language as state for all citizens of the country increased by 2 points; 91.6% of respondents (1 point more) revealed their respectful attitude to the national hymn and flag.

The approval of the reforms is the following: the approval of the political reform got 2 more points, economic and educational – 1 point more each respectively, and social reforms lost in the approval by 1 point.

In favour of Ukraine in the European Union voted 50% of respondents (2 points more), while the relation to the Russian language and culture has not deteriorated.

In order to further the formation of the political consciousness of student youth, we offer the following recommendations:

• Informative lectures, seminars, briefings and other forms of development of knowledge of the political sphere, for forming a cognitive element of the political consciousness of students;

• Engaging young people in internships, exercises, taking part in a variety of political games, modeling electoral and legislative process, schools of active citizens and other forms that form practical skills and increase the interest of young people for political life;

• Involvement in the process of forming the political consciousness of students ' teachers, public figures, parents, graduates and successful political figures of the city in the form of master classes, open lectures, round tables, discussions and developments Social projects;

• Forming the students ' interest, active position and confidence in their abilities and the need to intervene in the political life of the community and the country;

• Stimulation the student society for self-organization, motivation in taking part in student self-governance, youth party organizations;

• Annual trainings to create political consciousness with cognitive, emotional and behavioral aspects for students of all specialties of III and IV years of study.

Conclusions. Generally, in the course of our study, we found out that the essence and peculiarities of the political consciousness of the student youth is characterized by a high level of education, wide outlook, activity and desire for change. It is necessary to teach youth to find application for their ideas and talents, to take a worthy place in society, to become initiators of change. Only politically conscious youth can fully function in the society, make weighted political decisions, and defend their rights and beliefs. Ukraine needs a politically conscious youth who can introduce new trends into the state structure, modernize the country, and raise it to a higher level of its development. Only the educated and conscious young people can embody changes and reforms on which society counts, youth has enough courage to implement new technologies and take bold steps. Therefore, the task of educational institutions is to prepare young people, transfer their accumulated experience and search for new methods and strategies of solving problems in the public life of the country. The forming experiment showed that the training cycle could be an effective mechanism for influencing the young people's political consciousness, its cognitive and behavioral aspects. Training work in combination with lecture types is designed to form an interest in the political life of a society, to train the interaction with the authorities and public institutions and help to orient them in the political system so that students deliberately become political subjects, not just its objects.

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3.2 RESISTANCE TO LINGUISTIC MANIPULATION AND MINIMIZATION OF ITS NEGATIVE IMPACT ON YOUTH AS A NECESSARY CONDITION OF THE CIVIL SOCIETY DEVELOPMENT

The use of political manipulation for making a hidden influence on the choices and behavior of citizens is very dangerous for a free and democratic development of the state. After all, the persons who are manipulated begin to act contrary to their own interests, and therefore cannot fully realize them. It is extremely important for the future of the state to try to minimize the negative impact of such destructive technologies on the younger generation.

Political manipulation is imperceptible to its objects; moreover, it does not require a lot of resources. At the same time, its efficiency can be extremely high. Today, methods and techniques of political manipulation continue to be refined and become more effective using socio-political myths, stereotypes, manipulative verbal constructions that are perceived irrationally without critical thinking. The most common methods and techniques of manipulation include direct misinformation, hiding of unwanted information, distribution of direct lies and slander, sticking labels, the use of social and political myths, stereotypes, patterns of thinking, spread of half-truths. Speaking about the techniques of linguistic manipulation, it is especially worth noting the use of ambiguous words, euphemisms and words and phrases that have an evaluative connotation.

So, we have to develop effective ways of resisting to manipulation in general and linguistic manipulation in particular. Otherwise, it can become a major function of the media, an important social and political governance tool, providing the political elite with absolute domination and total control.

Since the state is a socio-political entity, then its functioning is conditioned by individual and collective consciousness. Therefore, the stability and safety of the mental state of its citizens, and, in particular of the younger generation, is a priority in the process of ensuring not only informational but also national security of the country as a whole.

Negative information and psychological influence is considered as a kind of influence on the individual, group and mass consciousness, which causes psycho-emotional and socio-psychological tension, transforms moral norms and criteria, causes moral and political disorientation and promotes the formation of inadequate behavior. Based on research in the field of political psychology, we can conclude that the "targets" of negative information and psychological impact are the next: activators of actions (interests, needs, ideals), cognitive structures (knowledge about the world, people; things that determine their actions), activity regulators (self-esteem, group norms, morality, outlook, beliefs, etc.); operating structure of activity (way of thinking, habits, style of behavior), mental states (emotional, functional) of information relations subjects'.[342]

The manipulator influences on the individual, group and mass consciousness and through this negative information and psychological impact, he achieves the following goals: causes changes in the mental and physiological state of the person; forms a state of tension, anxiety; violates the mechanisms of socialization, ensures the readiness of the person to act as directed; promotes the creation of groups with projected behavior and a managed lifestyle; changes moral orientations, legal consciousness; implements complex latent, long-term, multilevel psychological programs of influence aimed at initiating conflicts between ethnic and religious groups, countries.

In modern society, any election campaign, even in the so-called democratic countries cannot be imagined without active use of manipulative techniques in the election campaign and political advertising. As a result, voters' perceptions of a political product or candidate are often far from reality. This fact makes the choice of citizens non-personal, as it is inspired by the external factors and does not always coincide with their interests.

The effectiveness of political manipulation in a particular society depends on lots of factors. Among the main ones are the peculiarities of formation and development of mass political consciousness; stereotypes, attitudes and expectations that are common in a particular society, as well as the identity and dominant or popular ideas of the population. Communication systems (opinion

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[342] Скулиш, Є. Д. (голов. ред.) (2011) *Сугестивні технології маніпулятивного впливу. Навчальний посібник.* (2-ге вид.). Київ: ЗАТ «ВІПОЛ», 248 с. С. 12.

leaders, family and relatives, friends and acquaintances) and personal experience of the individual can be an obstacle to manipulative influence. However, effective political manipulation, especially in the absence of alternative sources of information, can counteract these obstacles and bypass barriers.

It is always important for the individuals to have their own psychological level of protection. At the personal level, the psychological security of the individual is provided by the mechanisms of individual psychological protection (a set of protective mechanisms and behavior of the person). At this level, protection from psychological manipulation can be both conscious and unconscious. Unconscious (semi-conscious) protection against manipulation is based on the use of protective mechanisms of the psyche. Such mechanisms should ensure the elimination or minimization of negative experiences that injure a person, the stability of his self-esteem, the image of his own "Ego"[343]. The protective mechanisms of the psyche operate unnoticed at the subconscious level, so the person is not aware of the reasons, motives, goals or even fact of protective behavior in relation to a particular phenomenon or object. In addition, they may distort, falsify or substitute reality.

We should highlight the special risks of manipulative influence on young people. This is explained by the fact that, at a young age, the mechanisms of individual psychological protection are still at the stage of formation. So, we have a greater chance of being affected by destructive technologies that can cause significant traumatic harm to both each person and the whole younger generation of the state.

It should be noted that it is the hardest for the population to resist manipulating in issues that haven't any fully formed public opinion.

The destructive consequences of manipulation by the media may be limited by the following factors: pluralism of the media and government in general; independence of the media from major political and economic dominant groups; public organization of mass media; counteracting concentration and monopolization of the media by maintaining their local and small agencies; the establishment of specialized bodies for the control of the media, as well as compliance with legal and ethical standards (for example, the High Council for Audiovisual Communication in France, etc.).

The wide possibilities of influence of mass media in the modern world only confirm the fact that information authorities, as well as political and economic ones, must be controlled by society and the public. This function can be performed by special bodies of public or state control. They also may be responsible for the raising of the general level of education and communicative education of young people.

The author offers to understand communicative education as the study of a number of disciplines that will help young people to understand the importance of the media in the political process, to outline their possible constructive and destructive influence, to learn how to navigate in the modern information world, to identify information noise and to counteract negative influences.

This is particularly important for modern Ukraine and for a number of so-called post-Soviet states, where public awareness in the field of mass communications and political culture is quite low.

Considering the possibilities of using manipulation technologies, it should be emphasized that one of the main features of globalization is its information component, which is certainly a necessary element of the modern world order. The information age is a reality, not an assumption, and that is why the concept of the information society must be strategic in matters of international security, maintaining global equilibrium and preventing conflicts. Instead, the world faces new challenges that have come along with the information age such as total manipulation, the creation of a distorted picture of the world, the impact on the human psyche with the help of modern and rapidly evolving technologies. The global problems of the modern world include phenomena such as cybercrime; guaranteeing the stable operation of the information infrastructure and protecting it from all kinds of attacks; ensuring the personal information and psychological security of the Internet users or TV-viewers; privacy and preventing unauthorized collection of information; transaction security, etc.[344].

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[343] Колеснікова, Р. В. Механізм протидії особистістю маніпуляційному впливу. «ПСИХОЛОГІС»: енциклопедія практичної психології. Режим доступу: http://psychologis.com.ua/-1-438.htm.

[344] Добржанська, О. Л. (2008) Маніпуляція свідомістю людини як деструкція політичної ідентичності суспільства. *Актуальні проблеми міжнародних відносин : збірник наукових праць*. Вип. 75. Ч. 2. Київ, С. 209-214.

Thus, while contributing to the trend of globalization and information transparency, the modern state must at the same time strongly resist the destructive processes of loss of sovereignty in the cultural and information sphere, especially the expansion of foreign countries, transnational corporations into the internal information space, which leads to loss of national identity, as well as the destruction of spiritual and moral foundations of public life[345]. In terms of the spread of the global Internet communications, military conflicts acquire new characteristics, because of supplementing by the virtual sphere of confrontation. Ukraine loses in the issues of information conflicts, since it had no any experience of such activity or significant innovations in this field until recently.

It is dangerous trend in some Russian and pro-Russian foreign media to impose a distorted image of Ukraine as a non-historical state, «failed state»[346]. However, when referring to international rankings, it should be noted that the Fund for peace makes the annual Failed States Index on twelve social, economic and political criteria. Based on this valuation methodology, Ukraine is not a Failed state and, by 2019, has far better positions than the Russian Federation (Russia ranked 73rd out of 178 countries, Ukraine ranked 91st, the worst position in the African countries – Democratic Republic of the Congo, Syria, South Sudan, Somalia and Asiatic Yemen, which ranked first in the weak states)[347]. The global image of the country determines international perception and desire to cooperate and help. But it should be emphasized that these media constantly present Ukraine as corrupt and criminalized country, where are widespread serious diseases, drug addiction, arms trafficking, extremism and terrorism.

At the same time, Ukrainian media transmit most of the negative stories, and then send such stories abroad, which does not promote to strengthening national security. The system of counter-propaganda and counteraction to manipulative influences is practically absent. It is possible to state inactivity, unprofessionalism, prejudgment in presenting certain problems in the Ukrainian media, which leads to wide distribution of the Russian media product on the foreign market. In the current situation, measures should be taken to more actively and professionally regulate the sphere of information and to counter threats therein. At the same time, we must keep in mind the timely and compulsory protection of national interests in the information field[348].

During the so-called "hybrid" confrontation in 2014-2019 large-scale projects of manipulation of mass consciousness were launched into the information space of Ukraine. Media used technologies of deception, suggestion, creating an alternate reality, with the slogans that were disguised as propaganda of mutual aid, unity, protection.

The modern information space is so comprehensive, intense and low-control that it is able to influence current events at different levels of the organization of people (from families to the commonwealth of states and blocs) to change the current state of affairs in the economic, public, state, and security spheres. The dynamics of information flows raises the need to change approaches to the sustainable existence of the media.

Along with traditional media such as newspapers, television and radio, large Internet companies (Google, Facebook) receive leading role in the evolution of information space since the beginning of the XXI century.

An interesting characteristic of the value of the Internet was given by the chairman of the board of directors of the international conglomerate of Alphabet Inc. Eric Schmidt and Jigsaw Science Center founder and director (formerly Google Ideas) J. Cohen: "The Internet is one of the few inventions that people don't fully understand. It is a source of colossal good and terrible evil, and we are just now

[345] Ставицька, О. (2011) Медіакратія. Гол. редкол. Ю. Левенець, *Політична енциклопедія*. Київ: Парламентське видавництво, 808 с. С. 435.

[346] Задорожний, А.В. (2016) *Оправдать любой ценой. Агрессивная война Российской Федерации против Украины и трансформации российского видения международного права*. Киев: К.И.С., 456 с. С. 48.

[347] Fragile States Index presented by The Fund for Peace. Retrieved from https://fundforpeace.org/2019/04/10/fragile-states-index-2019/

[348] Кононенко, К. А. (голов. ред.) (2013) *Міжнародне безпекове середовище: виклики і загрози національній безпеці України*. Київ: НІСД, 56 с. С. 30.

seeing the first effects of its impact on the world". The internet, in their interpretation, is the embodiment of controlled anarchy[349].

In recent years, some scholars and public figures have increasingly emphasized the ability of social networks to influence social processes. As E. Bell, director of the Center for Digital Journalism at Columbia University, noted, "social networks have not just swallowed journalism, they have absorbed absolutely everything: political campaigns, banking systems, personal histories, the leisure industry, the retail market, even government and security"[350].

After Brexit (Referendum on Britain's EU Exit) and D. Trump's victory in the US presidential election, the term post-truth came into use[351]. It is argued that we are now living in an era of post-truth, that is a state of society when facts are less important than feelings, beliefs, emotions. If the presented fact is like what is felt as true, it becomes very difficult to distinguish the facts that are true from the "facts", which are not true but are only a "point of view" on the events.

In cyber-age, it is easy to post untrue information that will quickly spread through social networks and be perceived as true.

There is a large amount of untrue information on social networks: unverified "photo facts", "eyewitness videos", "participant comments" and more. Russian media and pro-Russian communities manipulate information, photos and videos on social networks. Often, they take odious, bloody or emotional pictures from other countries and events, portraying them as Ukrainian[352].

Artificially created "forced meme" concepts have been actively promoted on the Internet by using appropriate PR technologies, for example through advertising viruses. In particular, the "Novorosiia project" was artificially and intrusively distributed to Internet users. This was done to ensure false identity of the residents of the South-East of Ukraine, to justify the idea of regional enmity and to create a new national identity alternative to the Ukrainian one[353].

Knowledge and understanding of the possibilities and mechanisms of influencing consciousness through cyberspace, and the creation of schemes to resist such manipulations should be the main issue for security services.

For a long time, the legislation of Ukraine avoided identifying the problem of coexistence of the virtual world and the real state. There was no concept of cyberspace and cybersecurity, it was just about computer-related crimes. However, working out ways to counteract linguistic manipulation becomes especially important given the increasing role of Internet space and Internet communication in modern life. In particular, the activity of the aggressor country on the World Wide Web is becoming a real challenge for Ukraine. Awareness of the need for timely response to threats to the security of individual institutions and the state as a whole, the importance of continuous monitoring of cyberspace have become so integral components to minimize the negative impact of manipulative propaganda and technologies. It should be noted separately the improvement of the legislative base of Ukraine in this direction:

The law of Ukraine "On National Security of Ukraine" dated 19 June 2003[354] outlined such threats to security of society as cybercrime and cyber terrorism;

The Presidential Decree No. 744/2014 of September 24, 2014 "On the Decision of the National Security and Defense Council of August 28, 2014 "On Urgent Measures to Protect Ukraine and

[349] Шмідт, Е., Коен, Д. (2015) *Новий цифровий світ. Як технології змінюють державу, бізнес і наше життя.* Львів: Літопис, 361 с. С. 9.

[350] Bell, E. Facebook is eating the world. Columbia Journalism Review. 07/03/2016. Retrieved from https://www.cjr.org/analysis/facebook_and_media.php.

[351] Піддубний, О. (2017) *Що таке постправда?* Режим доступу: http://piddubny.com/scho-take-postpravda/

[352] Фальшивки російської пропаганди проти України. *Антикор.* Режим доступу: http://antikor.com.ua/articles/7586- faljshivki_rosijsjkoji_propagandi_ proti_ukrajini

[353] Кметь, С. (2014) Что такое Новороссия и как с ней быть. *Украинская правда.* Режим доступу: http://www.pravda.com.ua /rus/articles/2014/08/15/7034916/view_print/

[354] Закон України *Про основи національної безпеки України*: прийнятий 19 бер. 2003 року № 964-IV [Електронний ресурс]. Режим доступу: http://zakon2.rada.gov.ua/laws/show/964-15.

Strengthen Its Defense Capability"[355] provided for the establishment of a national center for cyber defense and counteraction to cyber threats;

National Security Strategy of Ukraine, approved on May 26, 2015[356] identified the threat of cyberspace, information resources, determined the priority of protection; attention was paid to the security of critical infrastructure;

Cybersecurity strategy of Ukraine, approved in 2016[357] detailed cyber threats, characterized the cybersecurity system and identified its subjects: Ministry of Defense of Ukraine, State Service of Special Communications and Information Protection of Ukraine, Security Service of Ukraine, National Police of Ukraine, National Bank of Ukraine;

The Law of Ukraine "On the Fundamental Principles of Cyber Security of Ukraine" approved in autumn 2017[358] and came into force in May 2018. It defines the legal principles and model of functioning of the cybersecurity system of Ukraine, identifies the objects and subjects of cybersecurity, emphasizes the need to bring the national cyberspace protection system to the international standards, broad involvement of foreign experience and conducting exercises.

In addition to adopting the necessary regulatory acts, their effective implementation is important. So, the political will and competence of the relevant cyber security professionals is required. Globalization, decentralization, and uncontrolled internet make governments in many countries think about threats to national and global security.

Therefore, one of the important steps to counteract political manipulation on the Internet is to restrict access to openly provocative resources with hostile aggressive rhetoric. Faced with the challenges of the hybrid war, Ukraine was also forced to impose restrictions on access to certain resources. In May 2017, the President of Ukraine P. Poroshenko, with his next decree on sanctions against Russia, implemented the decision of the National Security and Defense Council, according to which popular social networks "Odnoklassnyky" and "VKontakte", Russian Internet Services "Yandex" and "Mail.ru" were included in the sanction list for a term of three years.[359] De jure sanctions were imposed purely for economic reasons, suspended financial and trading transactions, blocked assets, revoked permits and licenses, etc., but de facto such a decision led to discussions about blocking Internet freedom in Ukraine. M. Schaaf, the Director of Freedom House in Ukraine, expressed his concern about such censorship and restriction on pluralism of speech and thought.[360] In the end, despite lengthy discussions, indignation of some groups of the population by such decisions, comments from Western partners, Ukraine has deprived its information space of sites with frankly anti-Ukrainian rhetoric.

However, one of the options for a compromise alternative solution was to oblige the relevant departments to monitor the content of the groups or users of social networks and block them in the case of illegal calls and provoking aggression.

[355] Указ Президента України *Про рішення Ради національної безпеки і оборони України «Про невідкладні заходи щодо захисту України та зміцнення її обороноздатності»*: прийнятий 24 вересня 2014 року [Електронний ресурс]. Режим доступу: http://zakon3.rada.gov.ua/laws/show/744/2014.

[356] Указ Президента України *Про рішення Ради національної безпеки і оборони України «Про Стратегію національної безпеки України»* від 26 травня 2015 року [Електронний ресурс]. Режим доступу: http://zakon0.rada.gov.ua/laws/show/287/2015.

[357] Указ Президента України *Про рішення Ради національної безпеки і оборони України «Про Стратегію кібербезпеки України»*: прийнятий 15 бер. 2016 року [Електронний ресурс]. Режим доступу: http://zakon3.rada.gov.ua/laws/show/96/2016.

[358] Закон України *Про основні засади забезпечення кібербезпеки України*: прийнятий 5 жовтня 2017 року № 2163-VIII [Електронний ресурс]. Режим доступу: http://zakon0.rada.gov.ua/laws/show/2163-19.

[359] Указ Президента України Про рішення РНБО «Про застосування персональних спеціальних економічних та інших обмежувальних заходів (санкцій)»: прийнятий 28 квітня 2017 року [Електронний ресурс]. Режим доступу: http://www.president.gov.ua/documents/1332017-21850.

[360] Реплянчук, Д. (2017) Блокування сайтів може обмежити доступ українців до інформації. *Громадське телебачення*. Режим доступу: https://hromadske.ua/posts/blokuvannia-saitiv-mozhe-obmezhyty-dostup-ukraintsiv-do-informatsii-freedom-house.

In order to be able to effectively resist to manipulative techniques, it is necessary to clearly recognize the fact of manipulation. In the process of figuring out the mechanism of manipulative intervention, the researchers consider important the following steps:

- recognition of symptoms of manipulative influence (feeling of discomfort, internal struggle, hopelessness, fatalism);

- detection of "targets" (vulnerability points, using which the manipulator will excite the object and disrupt the equilibrium);

- identifying the objects of influence (needs, settings, emotional states that will determine the person's further behavior)[361];

- finding out the model of manipulative action: information overload; creating mental stress; limitation of time for reflection and active distraction; active stimulation of emotional response;

- identification and analysis of latent exposure techniques used by the manipulator and determining the manipulator's sociotype and the role he has chosen for himself[362]

When the fact of psychological manipulation is fixed, the optimal method of psychological protection can be chosen. In its totality, psychological protection is a complex system of social, socio-psychological and individually-personal mechanisms, formations and forms of behavior, which should ensure information-psychological security of a person in society, his psychological protection under the influence of various information factors and in different communication situations.

The team of Ukrainian researchers in the monograph "Sociocultural mechanisms of formation of mental immunity against external manipulations by the consciousness of the population of Ukraine" highlighted a number of destructive moments that can become the result of manipulation: distortion of information about the real state of the world, events, facts; creation of false authorities and "false prophets"; spreading signs of fanaticism, extremism, hatred of others; advocacy of separatism on ethnic, linguistic, denominational and other grounds; propagation of forms of mythological consciousness; formation of negative image of individuals, organizations, states and their blocs; purposeful discrediting of public administration, law enforcement agencies; creating confrontation between political, religious and ethnic groups; cultivating destructive intentions and aggressive acts; forcible imposition of others' interests; the destruction of social relations[363].

The best prevention of psychological manipulation is the development in young generation of critical thinking and reflection, the formation of skills of assertive behavior, which may manifest itself in the following components: the ability of a person not to fall under the influence of others' thoughts, to objectively evaluate the positive and negative aspects of a phenomenon or fact; the desire not to take everything for granted; the ability to correctly assess objectively their actions; the ability to imagine yourself in the place of another person; the ability to consciously accept the demands of others without uncertainty, tension, irony; use of the principle of cooperation in solving conflict situations, etc.

Warned persons who have certain knowledge can create their own original, relatively simple but quite effective psychological defense mechanism in the form of the psychological barrier of distrust to the streams of advertising and propaganda media, through which a population is treated, and may formulate a need in using the appropriate methods of analyzing incoming information[364].

An effective tool in the process of protection is the elimination of emotions, because manipulative technology is the best way to focus on the emotional sphere of a person. Scientists advised to take information detached, a then, without the participation of others, think about it. Russian researcher S. Kara-Murza offers other ways of self-defense. For example, such a way is the dialogical thinking. The matter is that manipulators try to turn us into consumers of ideas, to deprive us of any open

[361] Бойко О. Д. (2007) *Анатомія політичного маніпулювання*. Ніжин: Міланік, 223 с. С. 158.

[362] Бойко, О. Д. (2011) Комплексна діагностика факту політичного маніпулювання як органічна частина психологічного захисту. Режим доступу: http://lib.chdu.edu.ua/pdf/naukpraci/sociology/ 2011/156-144-11.pdf.

[363] Горовий, В. (кер. проекту) (2015) *Соціокультурні механізми формування ментального імунітету проти зовнішніх маніпуляцій свідомістю населення України*. – Київ, НАН України, Нац. б-ка України ім. В. І. Вернадського, 228 с. С. 53.

[364]Грачев, Г. В. (1998) *Информационно-психологическая безопасность личности: состояние и возможности психологической защиты*. Москва: Изд-во РАГС, 125 с. Режим доступу: http://licman.narod.ru/books/psychology/01/gratchov.htm.

dialogue, because dialogue destroys manipulation[365]. You need always to have a dialogue even with yourself, ask more questions and seek answers. Necessary conditions are also creating alternatives and exposure to doubt the received information. If you find other alternatives, you can stop the manipulation process.

Many researchers have explored the problems of manipulation and protection of human consciousness. Ukrainian researcher V. Brizhko believes that summarizing their thoughts on protection against influence can be formulated as follows: the basis for counteracting manipulation is honesty and critical attitude to statements, especially to those which are devoid of scientific authenticity and argumentation. Unfortunately, these questions are of little help, since they are directly related to such abstract concepts as "honesty" and "responsibility", as well as manipulative phraseology (pseudoscientific statements). The process of perception, cognition and belief formation is contradictory in the interpretations caused by the morality of the social environment[366].

In addition to the activities of public authorities to resist linguistic manipulation, volunteer projects, youth associations and public organizations should be actively involved in this process. Also, we should study actively the experience of the work of the foreign authorities and international structures in confronting such interventions in the field of public safety.

Thus, among the main areas to counteract manipulation of young people' consciousness, including linguistic, we can highlight the following:

enhancing young people's computer literacy and nurturing a culture of safe cyberspace that will not only restrict or neutralize hostile propaganda but also protect against numerous network deceivers;

the formation of a special system of personality stabilization aimed at eliminating or minimizing the anxiety associated with awareness of the conflict – a system of psychological protection that will operate at three levels, namely: 1) social; 2) social group; 3) individual-personal;

focused and purposeful conduct of special trainings, business games, which would be aimed at creating a psychological resistance to external influences;

introduction of courses, workshops on the basics of fact-checking in schools and universities, to show ways of verifying information, facts. These courses will not only give impetus to the development of critical thinking, logic, but also should significantly expand the outlook, promote intellectual development, improve language skills, learn to make clear searches in Internet, use government sites, pages from various organizations, etc.;

optimization of socialization processes through the solution of the problem of self-isolation, cultivation of values of mutual respect, nurturing feelings of patriotism and respect for the Motherland;

the next important recommendations should be followed:

– willingness to learn an alternative point of view, the ability to clearly formulate and justify their own position;

– to perceive and analyze critically all information received, to respond rationally to emotional calls and messages;

– switching to activities that are not related to receiving negative information;

– to refuse from reacting promptly to information about the actions and behaviors to which it calls for, to avoid hasty conclusions, and to consider and check the data obtained.

It should be emphasized that the negative manipulative influence is difficult to recognize and reflect. First of all, this is due to the fact that the forms, methods, technologies and techniques of influence on the human psyche have a leading character in comparison with the measures of counteracting negative, destructive consequences. It should also be noted that in modern conditions linguistic manipulative influence is characterized by a high level of professionalism and a hidden character.

To sum up, the author concludes that the linguistic influence of manipulators has serious negative consequences for both youth and society as a whole, and therefore poses a threat to national security and requires effective ways of counteraction.

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[365] Кара-Мурза, С. Г. (2000) Манипуляция сознанием. Киев. Режим доступу: http://lib.ru/POLITOLOG/karamurza.txt
[366] Брижко, В.М. (2015) Маніпулювання свідомістю людини у проблемі упорядкування інформаційних відносин. *Правова інформатика*, *1*, 19-33. Режим доступу: http://nbuv.gov.ua/UJRN/Pinform_2015_1_6.

Considering the information fullness of current life, the condition for the formation of psychological protection for each person is its intellectual growth and improvement of critical thinking skills. After all, the information-psychological challenges of modern life are becoming more aggressive and violent, and at the same time they acquire a comprehensive character.

It can be summarized that in order to prevent the negative impact of mass media, in addition to the system of special state or public control bodies (which often pursue their own goals in the framework of mass communications), the system of communication education of young people is necessary in modern conditions. The main purpose of such education is to teach citizens to be critical to the media, to use them competently and responsibly. First of all, it is necessary to familiarize young people with the central role of the media in a democratic state and in modern politics in general, with their positive and negative impact on recipients, to form the ability to navigate the complex flow of information and to develop immunity to manipulation and different kinds of low-quality print, audio or video products. Only if there is a competent citizen who does not want to become or remain the object of manipulation, we can reduce or neutralize the manipulative influence of the media on the mass political consciousness.

It is worth noting that the most important and real for the realization in counteraction to linguistic manipulation is the educational direction. Therefore, an important and logical conclusion to the study is the development of practical recommendations that can be addressed to both government agencies and political subjects, as well as civil society institutions:

increasing the literacy of the population (both general and informational) and nurturing a culture of safe behavior in cyberspace in order to foster openness to the alternative point of view, the ability to clear statement of their position, critical perception and analysis of the information received;

purposeful conduct of special trainings and classes aimed at forming psychological resistance to external influence (for example, activities for pupils and students: round table or conference "Countering political manipulation: an important step to an informed choice", training for students "I Think and I Think Critically" and the Master Class "My Choice Is Really My Own";

introduction of courses, practical classes/workshops on the basics of fact-checking, forming of critical thinking and logic in educational institutions;

solving the problem of self-isolation, cultivating the values of mutual respect, fostering a sense of patriotism and respect for the Motherland and optimization of political socialization of young people due to these factors.

The actual implementation of such recommendations, according to the author, will significantly reduce the negative impact of linguistic methods of consciousness manipulation and change the quality of citizens' participation in political processes.

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3.3 THE IMPACT OF INTERPERSONAL CONFLICTS IN THE FAMILY ON THE EDUCATION OF YOUTH CIVIC ACTIVITY

(Влияние межличностных конфликтов в семье на воспитание гражданской активности молодежи)

Актуальность введения гражданского образования в Украине обусловлена тем, что формирование демократического гражданственности является насущной необходимостью всех развитых государств, особенно тех, которые осуществляют общественно-политическую трансформацию.

Распространять гражданское образование в Украине призвана система социальных институтов: образовательные воспитательные заведения, семья, общественные организации и ассоциации, средства массовой информации. Ее развитие предполагает включение проблематики формирования культуры гражданственности, разработку соответствующих учебных курсов и методических материалов, подготовку и переподготовку педагогов, широкое привлечение неправительственных организаций и родителей. Важным аспектом являются условия, в которых формируется личность и влияние атмосферы внутри семьи. Основной угрозой, которая нарушает благоприятный климат в большинстве семей, являются межличностные конфликты.

Целью статьи является анализ влияния межличностных конфликтов на воспитание гражданской активности молодежи.

Межличностные конфликты являются наиболее распространенным типом конфликтов. Любой другой конфликт, даже межгосударственный, в конечном счете, сводится к межличностному. Таким образом, межличностный конфликт – это столкновение людей в процессе их взаимоотношений.

Особенно распространены конфликты среди молодых семей, потому что люди, которые стремятся создать семью, прежде всего, пытаются обеспечить удовлетворительные условия жизни всем членам семьи. При этом имеются в виду не только материальные потребности, но и предоставление должного внимания членам семьи, выражение эмоций и поддержки, выявления чувств и интереса к делам одного из партнеров. Конечно, обеспечить целый перечень задач бывает очень сложно, поэтому и возникают определенные ситуации, которые ведут к началу конфликтов.

Вообще современная молодая семья сталкивается с достаточно весомым перечнем проблем, которые впоследствии становятся причинами конфликтов. Это происходит из-за отсутствия грамотности по построению правильных и крепких отношений в семье. Ведь когда человек при поступлении в семейные отношения осознает свою ответственность не только за себя, но и за членов своей семьи, он пытается преодолеть все конфликтные ситуации, а главное, предотвращать их благодаря сохранению удовлетворительного микроклимата и хороших отношений в семье. Поэтому необходимо обращать внимание на молодые пары, проводить среди них тренинги и акции, которые помогут им быть более осведомленными и сознательными в вопросах создания семьи. Среди ученых, изучавших межличностные конфликты молодых семей, следует отметить следующих: В. Ложкин, Т.В. Дуткевич, В.В. Сатир, Н.В. Гришина, В. П. Ратников, В.З. Владин, В.С. Торохтий.

Конфликты в межличностных отношениях имеют такую же давнюю историю, как и само человечество. Человек живет среди людей и, хочет он того или нет, должен вступать взаимоотношения с другими людьми для того, чтобы реализовать свои цели, потребности, желания. Именно поэтому, межличностные отношения являются полем постоянного столкновения и согласования интересов, ареной самоутверждения, – иными словами, это типичная форма отношений между людьми.

Иногда сам человек становится инициатором конфликта, иногда он попадает в эпицентр конфликта неожиданно для самого себя, а нередко бывает и так, что сами обстоятельства заставляют человека втягиваться в конфликт, разгоревшийся между другими людьми [367].

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[367] Шеляг Т. В. (1999) Сучасна сім'я і соціальна робота, с.141.

Конфликты и связанная с ними борьба между индивидами и между группами людей – это атрибуты глубокой истории человечества. Проблемы конфликтам и конфликтных ситуаций всегда интересовали ученых, философов, общественных деятелей. В связи с этим важно проанализировать эволюцию научных взглядов на конфликт.

Межличностный конфликт представляет собой столкновение людей в процессе их взаимоотношений. А.С. Кармин трактует понятие межличностного конфликта как - частный случай взаимодействия людей в процессе их общения и совместной деятельности. Характерными признаками межличностного конфликта является то, что он происходит между двумя или более лицами, и в этом случае каждая из сторон пытается оправдать свое мнение, доказать правоту, даже если приходится применять обвинения в сторону противника и словесные унижения. Такая ситуация ведет к негативному настроению и эмоциональному состоянию субъектов конфликта, которые обостряют взаимодействие между участниками конфликтов и побуждают к экстремальным поступкам. Даже после конца конфликта, участники еще долго испытывают напряжение в отношениях и отрицательное самочувствие[368].

Источниками конфликтов являются противоречия, которые возникают во время различия целей, мыслей, взглядов и убеждений между двумя лицами. На начальном этапе развертывания конфликта необходимо пытаться прекратить столкновения между участниками конфликта и вывести их на компромисс. Ведь от этого этапа зависят дальнейшие отношения этих лиц, их эмоциональное состояние и окружающих.

В общем, межличностные конфликты не всегда нужно избегать. Например, все супружеские пары сталкиваются со стадией разногласий, когда необходимо дойти до одного наиболее верного варианта. Поэтому в такой ситуации небольшой конфликт даже помогает в решении вопроса.

Конечно, когда семья имеет определенные личностные проблемы, то межличностные конфликты несут определенную угрозу, как членам семьи, так и окружающим. Но прежде всего, необходимо выделять причины этих конфликтов и предвидеть последствия такого взаимодействия между членами семьи.

Важным фактором при рассмотрении сущности межличностных конфликтов является именно тип семьи. Это позволяет охарактеризовать ситуацию семьи с более общей точки зрения и выделить основные проблемные аспекты, которые требуют внимания и исправления.

По классификации В.С. Торохтия можно выделить частоту, остроту и глубину конфликтных ситуаций в семье, а также классифицировать семьи на кризисные, конфликтные, проблемные и невротические. Такая классификация дает возможность выделять основные моменты в работе с семьями, требуют большего внимания и работы специалиста.

Кризисная семья предполагает противостояние интересов и потребностей супругов, носит острый характер и захватывает важные сферы жизнедеятельности семьи. При этом супруги занимают враждебные позиции друг к другу и отказываются идти на компромиссы при любых обстоятельствах. Кризисные семьи включают в себя те супружеские пары, которые находятся в состоянии развода и находятся на грани распада[369].

Когда между членами семьи существуют сферы, где их интересы постоянно сталкиваются и порождают длительные и сильные негативные эмоции, то такая семья считается конфликтной. Но такой брак сохраняется благодаря компромиссным решением конфликтов и другим факторам, которые благоприятно влияют на состояние супругов.

Для проблемной семьи характерно длительное существование трудностей, которые способны нарушать стабильность брака, то есть это ситуации, когда семья не обеспечена жильем или отсутствуют средства на содержание семьи, болезнь одного из супругов или заключение на длительный срок. Такая семья испытывает ряд трудностей, ведут к обострению отношений и проявлений психических расстройств у одного или обоих партнеров.

[368] Ващенко І. В., Антонова О. Г. (1998) Конфлікт. Посттравматичний стрес: шляхи їх подолання, с.35-36.
[369] Торохтий В. С. (1996) Психология социальной работы с семьей, с.92.

В невротической семье партнеры имеют повышенную тревожность и агрессивность, расстройство сна и высокий уровень эмоциональности по любой причине. Здесь основную роль играет накопление психологических трудностей, которые испытывает семья.

Все семьи при тех или иных обстоятельствах страдают от конфликтных ситуаций, но главным аспектом является правильное разрешение конфликта и выход из него. К сожалению, не все молодые пары пытаются преодолеть конфликт мирным путем и компромиссом для обеих сторон, поэтому возникает целый ряд последствий, которые ведут к еще большему развертывания конфликта. Также эти обстоятельства влияют на проявления конфликтного поведения, которые бывают скрытыми и открытыми. В двух случаях это ведет к негативным отношениям супругов, холодности в отношениях и эмоционального напряжения.

Также стоит отметить, что существует определенная зависимость между конфликтом и личностями конфликтующих, то есть, есть люди, которые испытывают положительные эмоции при конфликтных ситуациях. Также есть те, которые очень близко и болезненно переживают моменты обострения отношений. Поэтому необходимо учитывать такие особенности людей и пытаться воспитывать в себе качества, которые помогут решать конфликтные ситуации без значительных переживаний и умело налаживать отношения с людьми.

Современная молодая семья сталкивается с достаточно весомым перечнем проблем, которые уже можно считать, как причины конфликтов. Поэтому необходимо обращать внимание на молодые пары, проводить среди них тренинги и акции, которые помогут им более осведомленными и сознательными в вопросах создания семьи.

Стоит отметить, что в молодой семье существует так называемый период «притирки». Именно эта фаза развития супругов считается наиболее уязвимой к конфликтам. В этот период оба супруга пытаются узнать позиции и принципы друг друга и найти определенный компромисс в построении их отношений. Но часто бывает, когда одна из сторон не желает уступать другой и принимать её точку зрения, и здесь лучше, чтобы другая сторона уступила, и развертывания конфликта не произошло. К сожалению, случаев, когда на такой стадии конфликт затухает, очень немного.

В.П. Ратников считает, что в период «притирки» супруги наиболее распространенными причинами конфликтов являются следующие[370]:

1) межличностная несовместимость. Характерно взаимное неприятие друг друга в соответствии с интересами, характерами, темпераментами, различием установок и ценностей. Также, в такой ситуации необходимо пытаться учитывать потребности друг друга и учиться управлять своими эмоциями и проявлениями характера для предотвращения конфликта;

2) претензии на лидерство. Лидер может вести семью за собой удачно или подавлять инициативу партнера, формируя в его душе внутренний протест, который рано или поздно выльется в конфликт. Выходом из такой ситуации будет лояльные отношения к альтернативной мысли другого члена семьи, совместное решение семейных вопросов;

3) претензии на превосходство. На ранних стадиях совместной жизни возможно стремление одного из супругов доказать превосходство над другим, тем самым как бы унизить его. В нормальной семье муж и жена находятся в равных отношениях, они уважают друг друга, то есть чем быстрее они откажутся от взаимных обвинений друг друга, тем лучшим будет их совместная жизнь;

4) распределение домашних дел. В некоторых семьях существует момент распределения домашней работы на мужскую и женскую, что является весомой проблемой и причиной многих столкновений. В такой ситуации необходимо осознание того, что все дела в доме важны для всех членов и поэтому считаются общими. В случае необходимости выполнения мужчиной или женщиной определенной работы, не нужно приказывать выполнять ее здесь и сейчас, необходимо более лояльно и «по-хорошему» попросить помочь, но в случае отказа не создавать скандал;

5) претензии на управление бюджетом. По этому поводу проблемы могут возникать, когда существует унижение одного из партнеров за недостаточный материальный вклад в семью или

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[370] Ратников В. П. (2004) Учебное пособие для вузов, с.123.

когда один из членов семьи тратит средства на определенные свои забавы довольно бездумно. Такая ситуация может быть решена, если все расходы будут согласовываться между членами семьи;

6) использование советов членов семьи или друзей. Когда возникает сложная жизненная ситуация, то супруги обращаются за советами к родственникам или друзьям, считая, что они более умные лица и смогут им помочь в решении проблемы. Но если возникнет ситуация, когда одну сторону поддержат, а другая терпит поражение, то может возникнуть конфликт;

7) интимно-личностная адаптация. Интимно-половая адаптация требует от супругов достижения морально-психологического и физиологического удовлетворения друг другом. Ситуацию, в которой один из членов семьи получает неудовлетворение от интимной близости, нельзя оставлять без решения. Гармония половой жизни супругов служит терапевтическим средством для выхода из различных психологических стрессов. Если проблемы такого рода не будут преодолены на начальных стадиях совместной жизни, то дадут о себе знать в самых негативных проявлениях позже.

С. М. Емельянов называет такие важнейшие причины конфликтов в семье:

– ограничение одним из супругов свободы, активности, действий, самовыражения другого;

– негативное поведение одного из членов семьи (алкоголизм, наркомания, токсикомания)

– наличие противоположных интересов, стремлений, ограниченность возможностей для удовлетворения потребностей одного из членов семьи (по его мнению)

– авторитарный, жесткий тип взаимоотношений, которые сложились в семье;

– наличие тяжелых материальных проблем, которые практически невозможно решить;

– авторитарное вмешательство родственников в супружеские отношения;

– сексуальная дисгармония партнеров [371].

Необходимо обратить внимание на наиболее значимые причины возникновения конфликтов, которые ведут к дальнейшей дисгармонии между супругами. На один перед этим материальное положение молодой семьи. Конечно, государственные программы пытаются поддерживать молодых, но ситуация с жильем для лиц, которые только закончили обучение и находятся в поиске работы, стоит очень остро. В таких ситуациях на помощь приходят родители, то есть пары проживают с родителями одного из супругов. Такое положение ведет то следующей причине конфликтов - вмешательство родственников в дела молодой семьи. Конечно, когда молодым пытаются помочь старшие, то они это делают только из добрых намерений. Но такая позиция не дает сформировать прочные отношения супругам и только мешает их сближению.

Конечно, причин для возникновения конфликтных ситуаций становится значительно больше с появлением ребенка в семье. У супругов появляются новые нелегкие обязанности и ответственность по уходу за ребенком, его воспитания. В связи с этим у них существенно ограничиваются возможности для профессионального роста и реализации своих интересов. Возможны столкновения взглядов супругов и их родителей по вопросам воспитания ребенка, его формирование как личности.

Важными этапами на пути украинского общества к демократической консолидации является воспитание толерантности, уважения к правам человека, умение преодолевать стереотипы, находить компромисс. Необходимо, чтобы граждане знали свои права и обязанности, были уверены, что могут влиять на изменения в обществе, придерживались закона, мыслили критически и независимо.

Гражданское образование – это требование времени, поэтому развитие и совершенствование ее системы является актуальной задачей для всех демократических стран. Богатый опыт гражданского образования накоплен в условиях зрелых демократий Великобритании, Франции, Италии, Нидерландов и других Европы, где созданы различные учебники, разработаны учебные курсы, действуют научно-методические центры, налажено

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[371] Емельянов С. М. (2009) Практикум по конфликтологии, с.78-79.

соответствующую подготовку и переподготовку учителей. Значительные усилия по развитию образования для демократии прилагают и посткоммунистические страны: Польша, Румыния, Латвия, Россия.

Определенный опыт в этой области имеет и Украина. Современная украинская педагогика опирается на богатое наследие, на лучшие традиции в воспитании граждан. В последние годы в нашей стране приняты немало мероприятий в внедрения системы гражданского образования: выпущено экспериментальные учебники, которые сейчас проходят апробацию, в общеобразовательных школах действуют экспериментальные площадки, проводятся конференции и семинары, Академией педагогических наук Украины разработан проект концепции гражданского воспитания. Вопрос гражданского образования нашел отражение в проекте концепции двенадцатилетнего образования. Несмотря на различие подходов, методик и масштаба национальных систем гражданского образования, единственной остается их цель – воспитание гражданина, который ценит и готов отстаивать идеалы свободы, демократические ценности и права человека [372].

Становление украинской государственности, построение гражданского общества, интеграция Украины в мировое и европейское сообщество предусматривают ориентацию на Человека, его духовную культуру и определяют основные направления воспитательной работы с молодежью и модернизации учебно-воспитательного процесса.

Идеалом воспитания выступает разносторонне и гармонично развит национально сознательный, высокообразованный, жизненно компетентный гражданин, способный к саморазвитию и самосовершенствованию. Главной доминантой национально-патриотического воспитания молодежи является формирование у личности ценностного отношения к окружающей действительности и самого себя, активной по форме и моральной, по содержанию, жизненной позиции [373].

Важным аспектом развития человека и гражданина есть благоприятные условия его формирования. Для создания этих условий необходимо предусмотреть развитие конфликтности семьи, профилактическим путем уменьшить риски возникновения конфликтов, тем самым уберечь детей от формирования в подобных условиях.

Семья для ребенка является одновременно и средой обитания, и воспитательной средой. Влияние семьи особенно в начальный период жизни ребенка наиболее превышает дальнейшее воспитательное воздействие. Семья отражает и школу, и средства массовой информации, общественные организации, друзей, влияние литературы и искусства. Это позволило педагогам вывести зависимость: успешность формирования личности обусловливается, прежде всего, семьей. Роль семьи в формировании личности определяется зависимостью, какая семья – такой и выросший в ней человек [374].

Безусловно, семья осуществляет социализацию личности, семья обеспечивает преемственность традиций, важнейшей социальной функцией семьи является воспитание гражданина, патриота, будущего семьянина, законопослушного члена общества. Семья является базовым инструментом влияния на личность и ее взгляды на мир. Усиление роли семьи в процессе национально-патриотического воспитания молодежи поможет реализовать концепцию гражданской активности молодежи.

Устранение причин межличностных конфликтов, о которых упоминалось выше, поможет в создании благоприятных условий для жизнедеятельности семьи, надлежащих условий для физического, интеллектуального, нравственно-эстетического, образовательного и духовного развития детей и молодежи на основе национальных традиций, педагогической науки и лучшего мирового опыта. Так же необходимо выделить время и ресурсы для повышения педагогической культуры родителей, в том числе путем подготовки научно-популярной и методической литературы по вопросам национально-патриотического воспитания детей и молодежи в семье,

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[372] Анцупов А. Я., Шипилов А. И. (1996) Конфликтология: теория, история, библиография, с.342.
[373] Кармин А. С. (1999) Конфликтология, с.448.
[374] Гусєва А. В. (2009) Психологічні чинники готовності до громадської активності, с.19.

активизация деятельности органов государственной власти и общественных структур в этом направлении.

Такая деятельность обеспечит осознанный подход к воспитанию детей, повысит уровень доверия к государственным структурам и будет благоприятно влиять на сотрудничество между гражданами и государством.

Семейное воспитание является самым трудоемким и эффективным процессом в развитии личности. Множество практик и методик направлены на развитие интеллекта и навыков у детей, но также важным аспектом является и обучение ребенка его правам, национальным традициям и возможностям человека как гражданина собственной страны.

Для распространения семейного воспитания касательно гражданской активности необходимо проведение всеукраинских мероприятий с участием родительской общественности, направленных на популяризацию лучшего опыта национально-патриотического воспитания, а также освещение в средствах информации лучшего опыта семейного воспитания.

Анализируя вышеупомянутое, можно сделать выводы, что межличностные конфликты в семье имеют значительное влияние на условия, в которых формируется и растет каждый гражданин страны. Конфликтность отношений супругов непременно сказывается на психологическом здоровье детей, на их социальной адаптации в школьной среде и других коллективах, на формирование взглядов на мир.

Цель семейного гражданского образования – сформировать личность, которой присущи демократическая гражданская культура, осознание взаимосвязи между индивидуальной свободой, правами человека и его гражданской ответственностью, готовность к компетентному участию в жизни общества. Именно для достижения этой цели необходимо следовать принципам, которые помогут создать доверительный климат внутри семьи и практикам, которые будут способствовать налаживанию отношений супругов.

Современность предусматривает определенный список профилактических методик, которые необходимы в случаях предупреждения развития межличностных конфликтов молодых супругов, тем самым обеспечив будущему поколению благоприятные условия для формирования.

Профилактика также необходима в условиях возникновения уже упомянутых причин конфликтов, главными из которых, все же, есть материальная сторона и личные неудовлетворенности членов семьи.

Такая работа обеспечит развитие семейного образования касательно национально-патриотического воспитания детей, привлечение родителей к духовному и осознанному развитию личности их ребенка, а так же поможет избегать возникновения конфликтных ситуаций между супругами, тем самым обеспечит благоприятный климат в семьях.

Выводы. Процесс воспитания гражданской активности молодежи имеет широкое значение для развития и демократизации общества. Национально-патриотическое воспитание детей должно закладываться в раннем возрасте, когда ребенок знакомится с миром через собственную семью. Но значительным показателем является и сама семья, ее внутренний климат и взаимоотношения супругов.

Бесспорно, важным аспектом развития человека и гражданина есть благоприятные условия его формирования. Часто причиной неудовлетворительных условий для жизни ребенка являются межличностные конфликты между его родителями. Межличностный конфликт – это столкновение взглядов людей в процессе их взаимоотношений. Источниками конфликтов являются противоречия, которые возникают во время различия целей, мыслей, взглядов и убеждений между двумя лицами.

Для создания необходимых условий стоит предусмотреть развитие конфликтности семьи, профилактическим методом уменьшить риски возникновения конфликтов, тем самым уберечь детей от формирования в подобных условиях. Ведь воспитание ребенка и ознакомление его с гражданской активностью даст возможность развития и поднятия гражданской активности всего общества.

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3.4 SPIRITUAL AND MORAL DEVELOPMENT OF YOUTH AS A BASIC FOUNDATION OF SOCIAL AND PREVENTIVE ACTIVITY IN THE YOUTH ENVIRONMENT

The problem of formation and development of spiritual and moral qualities of youth has always been one of the priorities in any era of human civilization. In addition, the situation in the field of education of morality changes depending on historical periods, civilizational transformations, social factors that influence its development and form the essential content. Scientists emphasize that it is the system of values that determines both the spiritual and moral development of man, establishes the basic features of the character and the appropriate type of behavior, encourages the young person to take active actions in order to achieve a dreamed goal.

In the context of this study, an important aspect is the renovation of the spiritual and moral development of the young man. It is well known that the spiritual environment and the inner self-concept of a human make up his/her worldview. It is through thinking of one's subjectivity and the surrounding world that one becomes aware of his/her capacity for intellectual and practical assimilation, which results in the human personality. In addition, worldview is a factor in the consciousness of the era, a component of culture, and therefore the basic foundation of education, as it focuses not only on mastering modern knowledge, but also on the formation of value orientations, willingness and ability to live a full personal and social life.

The purpose of the work was to investigate the content of spiritual and moral development of young people and to substantiate the problems of its formation as the basic foundation of social-preventive activity in the youth environment.

It is important to consider the latest research by scientists who are engaged in solving the problem. In particular, the psychological aspects of the formation of spiritual and moral values of young people were the subject in the writings of researchers (I. Beh, O. Vlasenko, I. Ziaziun, G. Kostyuk, O. Leontiev, S. Maksimenko, V. Molyako, V. Moskalets, V. Yadov, etc.); pedagogical principles of upbringing of spiritual and moral values in the young generation of Ukraine were presented in the works of O. Vyshnevskiy, N. Kichuk, V. Orzhekhovskaya, A. Petrovskiy, V. Radul, V. Sukhomlinskiy, O. Sukhomlinska, V. Semychenko, S. Kharchenko, M. Yanitskiy and others; the spiritual development of the individual in the national pedagogy and psychology was discussed in the scientific works of I. Beh, M. Berdyaev, M. Boryshevskiy, L. Vygotskiy, I. Ziaziun, M. Savchin, E. Pomitkin, S. Yaremchuk, etc .; questions of education of moral responsibility were considered in works of A. Petrovskiy, M. Yaroshevskiy, M. Savchin, R. Lazarus and others.

On the basis of a thorough analysis of the scientific works of the aforementioned authors, we concluded that the theoretical foundations of the spiritual and moral development of young people as the basic foundation of social preventive activity in the youth environment have not been developed sufficiently. They need further research and substantiation of the question of the formation of the necessary qualities for the spiritual and moral development of a young man; there are not enough effective mechanisms for their practical formation and improvement.

Since the ancient times, humankind, clergy, enlighteners, scholars have been very thoughtful about the spiritual and moral upbringing of young people, because they consciously understood that such a foundation formed a self-sufficient, spiritually-enriched and responsible personality to rely on. Our time is no exception. It is worth noting that without sufficient development of the spiritual and moral qualities of young people, it is impossible to build a new type of civil society, because, depending on what values the youth professes and produces; what reforms and changes are ready to support and systematically implement in all spheres of society; what social and democratic standards it is able to bring for the sake of positive changes in society. All these factors build a foundation for the future of Ukraine. Let us add that the mastery of youth by spiritual and moral culture contributes to raising the awareness of the individual, filling personal life with defined goals, building an algorithm for self-determination and self-realization.

Considering the above-said, we understand that an outlook plays an important role as the highest form of self-awareness of a person. It is not only a manifestation of system and spirituality, but also

an indicator of maturity both personal and public. As you know, the structure of human outlook is a set of views, ideas, knowledge, beliefs, as well as concepts about the person oneself as part of this world. Thus, *knowledge* is the basis of the worldview, its information base; subjective reflection of objective reality, the result of generalized knowledge of reality, the acquisition of social and historical experience and practice. We should add that in the mind of a man the result of knowledge of the surrounding reality is reflected in the form of concepts, representations, judgments, ideas, theories, norms, etc. Instead, the *views* are the selective reflection of reality by a person's consciousness that meets certain needs and interests; human perceptions of the world as authentic and emotionally experienced; knowledge that has moved into the inner position of the individual. *Persuasion* is not only a person's intellectual position, but also his/her emotional state, and spontaneous psychological attitude. It is important that conviction is an unshakable confidence in the correctness of their ideals, principles, ideas, views, which, in fulfilling a regulatory function, subordinate to themselves the mind, will, conscience, actions, orientation, values, interests, desires of a self-actualized person.

The study of these issues has shown that the formation of outlook depends on the impact on intelligence, emotions, will of the individual, on its active practical activity. In particular, the *intellectual component of the worldview* involves moving from a direct, sensual reflection of reality to conceptual, abstract thinking, and then a return from abstract to concrete. That is, in order for knowledge to grow into belief, they must penetrate into the realm of the feelings and experiences of the individual. *The emotional-volitional component* of the outlook forces one to turn to the personal experience of life situations, works of literature and art, in order to maintain a favorable social and psychological environment for forming beliefs on the basis of life example. *The practical activity component* of the outlook involves the inclusion of a person in various activities (work, social, artistic, technical) involvement in social relations, experience of communication.

It is important to emphasize that the beginning of the 21st century is characterized by radical changes in the economy, transformation of all ties and relationships, building a post-industrial society, where there is a division into producers and consumers who are interested in high economic status of each other. Modern post-industrial society is characterized by scientists as one in which the service sector exceeds material production in terms of gross national product, and knowledge, the intellectual potential of the individual become a decisive factor for change. This means that human capital is of paramount importance. An information revolution, an unprecedented breakthrough in the use of high technology has begun.

Scientist S. Haitun argues that the above components are fundamental to moral change in society, since an economy based on such principles requires, first and foremost, appropriate and adequate behavior of people. According to the scientist, the very birth of post-industrial society contributed to the emergence of positive moral changes that took place in last decades in the post-Soviet countries. In this regard, the whole system of values that determine human behavior is the subject to fundamental changes [375].

It is important to emphasize that the system of values determines the level of spiritual and moral development of young people; contributes to the formation of the nature and type of behavior; encourages and stimulates a young person to take action to achieve the goal. The most important personal and moral values of a person are conscience, duty, justice, goodness, dignity, love, etc. At the same time, spiritual values are to meet the needs for self-discovery, self-development, self-expression, self-affirmation, self-realization, self-perfection, perception of works of art, and the like.

In particular, *self-cognition* is understood as: 1) the process of knowing a person, first and foremost, of oneself, his/her own inner self; own capabilities, abilities and needs for improvement, as the basics of work on oneself, which are established through self-observation, testing, testing of the abilities and capabilities; introspection of his/her actions, relationships with other people, gained

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[375] Haitong S. D. Postindustrial moral revolution and its economic (Keynesian) primary basis // Questions of Philosophy. – 2011. – № 3. – p. 27-28.

social experience; 2) a young man's search for the life purpose, understanding of his/her place in the surrounding world, the need for knowledge, lifelong learning[376].

At the same time, *self-expression* is about revealing one's personality; disclosing one's own "self", thoughts, moods, beliefs. Means of self-expression are actions, behavior, creativity, communication. Instead, *self-affirmation* is manifested in the achievement of subjective satisfaction by the young person with the result or process of self-realization; how to prove to oneself and others the right to be unique; ability to work independently in certain conditions. Ways of self-affirmation can be socially-approved, constructive (aimed at improving one's knowledge, success, responsibility, creative self-realization); destructive (through humiliation of others, abuse, manipulation, deception); antisocial (by applying to others brute force, asocial behavior under the influence of alcohol or drugs, etc.)[377].

It is important to emphasize that *self-development* means the young person's *self-awareness* of the need to constantly improve one's professional, social and other competences; mobility; independence, responsibilities that promote self-esteem and self-actualization, self-determination. That is, self-development must be seen not as an external pressure on the individual, but as an arousal and stimulation of its internal need to certain thinking, prompt action, perfection of spiritual, moral and social values, etc. At the same time, *self-improvement* is understood as the enrichment of comprehensive knowledge, the improvement of skills, mastery; constructive elimination of contradictions between ideal ideas and real potentialities of the individual on the basis of self-awareness, which ultimately contribute to the improvement of quality of life, ability to manage and control its processes.

It is worth noting that spiritual aspirations, ideals, principles, norms of human morality belong not to the sphere of action of interests, but to the sphere of its values. The logical explanation for this thesis is that when the incentives and causes of human activity are further developed, the needs that have acquired the value of "interests" shape the values of the person whose content is conditioned by the cultural achievements of society. Therefore, values are the sphere of a person's spiritual activity, his/her moral consciousness, preferences, that is, those valuations, on the basis of which a measure of a person's spiritual wealth is determined.

In view of the mentioned above, it should be highlighted that the first place will be given not to absolutely necessary things, without which it is impossible to exist (this is decided at the level of needs); and not that which is favorable from the point of view of material provision of life (this is the level of action of interests), but that which corresponds to the notion of the purpose of human life, his/her dignity; those aspects in the motivation of behavior where the young man's self-affirmation and his/her freedom are manifested. Consequently, value incentives directly affect the individual, the structure of his consciousness, personal needs. There is neither understanding of the public interest nor true self-affirmation of a person without them. We should add that the subject of values can be the variety of spheres of human activity, social relations and natural phenomena. For example, the higher value of cognition, the driving force and the result of scientific activity are *scientific novelty* (definition, scientific-theoretical substantiation and experimental approbation of research results); *practical importance* (development and implementation of the results of research into the process of professional training of specialists).

The German philosopher I. Kant was the first to proclaim the thesis about the value of the individual, claiming that all good and useful properties of a person have price, for which it is possible to exchange other properties that bring the same benefit. In particular, talent has a market price, since the ruler can use such a person in every possible way. Temperament has an affective price, because one can have a good time with a person, who is a pleasant interlocutor. But character has an intrinsic value that is higher than any price. I. Kant considered the truth of internal recognition of oneself and in relation to each other to be the highest criterion for the value of personality. If such truthfulness becomes maximum, it is the only proof of a person's realization of possessing character. Since to have such a character is a minimum of what can be demanded of a reasonable person, and

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[376] Haitong S. D. Postindustrial moral revolution and its economic (Keynesian) primary basis // Questions of Philosophy. – 2011. – № 3. – p. 27-28.
[377] Ibid.

at the same time a maximum of his/her intrinsic value (human dignity), then the principle (possession of a certain character) must be accessible to the ordinary human mind, and the sense of dignity puts such a person above any talent [378].

The German philosopher G. V. F. Hegel made a significant contribution to understanding the value of the individual, who singled out and explained the meaning of such concepts as individuality (organic natural origin), individuality (formed under the influence of the social environment) and personality (whom a person should become). At the same time, the philosopher recognized the spiritual core of personality as self-consciousness. In his opinion, a real person is never complete; he/she is constantly striving for improvement in activity. A real person formed and manifested in human actions and doings[379].

Summarizing the above, we should say that an in-depth study of this segment of the problem, a young person attitude to the activity is formed at the level of his/her consciousness. A special place of young person's self-consciousness is the value orientations that make up the internal structure of personality, fixed life experience. The main content of value orientations are outlook and moral convictions, constant preferences, moral principles of behavior and so on. That is why, in any society, value orientations as elements of a young person's self-regulation are subject to formation and development, that is, purposeful influence. Add that the formation of a stable structure of value orientations determines such qualities of personality as integrity, faithfulness to certain principles and ideals (determine the principle of a person); the ability to manifest volitional efforts against certain ideals and values (a strong-willed person); active life position, persistence in achieving the goal, etc.

We should mention that in the value system, the person oneself is of absolute value. Other values (both material and spiritual), which are ultimately spiritual entities, are correlated with his/her interests as a generic and social being. In addition, a person's self-worth is his/her life, so he/she should save life, even if it seems too complicated and difficult with many negative manifestations. A person must be strong in spirit, able to withstand the challenges of destiny, not to be exposed to weaknesses.

This thesis deserves special attention, since for the development of successful socio-preventive activity in the youth environment, the development of the spiritual-moral and volitional qualities of the individual are crucial.

The American philosopher and psychologist W. James very reasonably emphasized that "God can forgive our sins, but our nervous system can never do this". There are many reasons for such "sins"; many of them are based on the person's attitude to life and lifestyle. Therefore, the way of life is characterized not only by the purpose of person's living, but also by the way he lives. Lifestyle can be "healthy", that is, meet the needs of the natural and social in the person, or "unhealthy" if a person (consciously or unconsciously) is unable to control one's actions and emotions; violates the harmony of body and soul, contributes to the destruction of his/her body on the physical and mental level[380].

Therefore, when making one's own lifestyle choices, young people need to take into account that their lifestyle should not harm society and other people; go beyond the existing laws, moral norms and principles in society; be directed against oneself, that is, not to harm his/her health; and slow the development of physical and spiritual forces of the body.

W. James also distinguished two aspects in the identity of the individual: the empirical "I" and the pure "I". Explaining the empirical "I", W. James regarded the personality as the totality of all that can be called one's own and should include: 1) constituent elements; 2) feelings and emotions caused by these elements (self-esteem); 3) actions caused by these elements (including self-care, self-preservation). In addition, the constituent elements of personality are conditionally divided into three classes: physical, social and spiritual. Thus, *the physical elements* include body organization, father, mother, woman, children, clothing, housing, property of man, his/her works, etc. *The social elements*

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[378] Kant I. Anthropology from a pragmatic point of view. – St. Petersburg: Science, 1999. – 471 p.

[379] Hegel G. Encyclopedia of the philosophical sciences. – Volume 3. – Philosophy of the Spirit / G. Hegel. – M.: Mysl', 1977. – 471 p.

[380] James W. Pragmatism: A New Name for Some Old Methods of Thinking: Popular Lectures in Philosophy. Trans. from English. – 3rd edition. – M.: LKI, 2011. – 240 p. – (From the Legacy of World Philosophical Thought: A History of Philosophy). – ISBN 978-5-382-01256-8

are determined by the person's belonging to the human race and its recognition by other people. *Spiritual elements* are a set of states of consciousness, specific spiritual knowledge and qualities of a person. In addition, W. James introduced the concept of a hierarchy of types of personality, where the physical personality is on a lower stage, the spiritual one is on the highest and different types of material and social personalities are in the interval between them. So we can see that the social personality is above the material, and the spiritual one must be of the highest value to the person[381]. Considering pure "I" or knowing "I", W. James described it as a thinking subject, soul, thinking, transcendental "I" comprising a set of human thoughts, the ability to reason and generalize[382].

E. Sprunger investigated the spiritual nature of personality following W. James. E. Sprunger believed that the spiritual principle and the leading aspect was the value orientation of the individual, which defined the worldview of a man and was a derivative component of the general human spirit. According to the value orientations of personality, E. Sprunger distinguished six types of knowledge of the world, six life forms and types of people: theoretical, economic, aesthetic, social, political and religious[383].

It is worth noting that a well-known Ukrainian scientist, specialist in methodology, theory of education technologies I. Bekh, in his scientific works characterized the human value system as a complex regulator of human life, which reflects in its structural organization and content, and features of objective reality, encompassing both the external world of a person and the internal world of a person with its objective characteristics [384].

The scientist believes that human actions are directed not only to the transformation of the world around us, but also to a certain integration of its mental sphere. The actions flow into a single purposeful flow of life and synthesize the initially disparate personal values into a clear system that forms the integrity of the individual. The scientist summarizes that aspirations for values for internal integration are among the fundamental motivations of a normal human personality[385].

The researcher explains that one of the possible mechanisms of such integration is that every goal and corresponding behavior that a person sets before realizing correlates with the system of his/her personal values. As a result, the value-enriched response of the subject to one's own questions becomes possible, for example, how the subject treats the other person, who he or she is, what moral actions he or she may direct and refrain from [386].

We should also emphasize the following: in I. Bekh's opinion "the value system, rooted in the structure of self-consciousness of the individual, acts as a necessary moral, meaningful and responsible-active setting". The scientist is convinced that "it is the only socio-cultural basis for the transformation of the inner capabilities of the individual into the reality of his/her actions and spiritual and moral behavior as a whole"[387].

Taking into account these methodological provisions, I. Bekh summarizes that the leading principle of organizing the education process of new generation can be formulated on the basis of a "genetic approach to the development of civilization in its essential dimension". This means that the philosophy of human life must conform to the moral philosophy, that is, the spiritual and moral values of humanity are the highest values of life, which determine all other values of society: economic,

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[381] James W. On some Blindness in Humans. // Interactionism in American Sociology and Social Psychology of the First Half of the 20th Century: a set of translations / RAN. INION. The Center of Social Scientific-information Research. Dept. of sociology and social. psychology; Comp. and translator V. G. Nikolaev. Chief ed. D. V. Efremenko. – M., 2010. – Ser.: Theory and History of Sociology) – p. 10-28.

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[383] Sprunger Edward // The New Philosophical Encyclopedia: in 4 volumes / ed. V. S. Stepin. – M.: Soviet Encyclopedia, 2010. – 2816 p. – ISBN 978-5-244-01115-9.

[384] Bekh I. D., Education of the Personality: Ascension to Spirituality / I. D. Bekh – K.: Libid, 2006. – 272 p.

[385] Ibid.

[386] Ibid.

[387] Ibid, p.27.

ideological, political, etc." [388]. Continuing the logic of thinking, I. Bekh emphasizes that "man builds oneself, designing and realizing one's historical future" [389].

Explaining the importance of the position on the essence of the personality and its development, I. Bekh points out that "development of the personality must undoubtedly be free, without violence and coercion, since personality and freedom are two sides of the same coin. It is the person who qualifies as a subject of free (expedient, consciously-motivated) activity". This means that "the pupil must have the conviction not of freedom on the whole, but of the freedom of his/her own will. It is not the freedom of situational desires, but the freedom of the force of human thought, inference", the scientist said [390]. At the same time, the scientist warns that "a person must learn to limit his/her freedom. The right to exercise freedom depends entirely on one's ability to reflect, and one can only learn to reflect with the help of other people" [391].

In view of the above, the scientist emphasizes that "a growing personality must also gain experience of responsible choice. It is this experience of free and responsible choice that is one of the most important factors in positive personal change. At the same time, without awareness of your own rights and responsibilities, freedom will be a hoax. True human freedom is impossible without responsibility. The sense of responsibility acts, on the one hand, as the basic basis for the formation and development of free will as the spiritual core of a man, and, on the other hand, it is a barrier for turning his behavior into arbitrariness" [392].

Summarizing the above-said, we came to the conclusion that the study, analysis and creative usage of the ideas of famous philosophers, psychologists, educators; recognized as a psychological and pedagogical experience by scientists; a person's original desire for mastery of human values, which have developed the unmatched potential of spiritual and moral development of young people, their preparation for life would become a reliable basis for solving the problem of professional training of future social workers for social preventive activities in the youth environment.

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[388] Ibid, p.28.
[389] Ibid, p.31.
[390] Ibid, p.34-35.
[391] Ibid, p.33-34.
[392] Ibid, p.36.

3.5 THE INFLUENCE OF SOCIAL INSTITUTES ON THE FORMATION OF THE ACTIVE CIVIL POSITION
(Влияние социальных институтов на формирование активной гражданской позиции молодежи)

Актуальность и значимость характеристики институтов гражданского общества (ИГО) обосновано потребностью в институционализации общества, что содействует созданию платформы для налаживания коммуникации между государством и обществом, представления и лоббирования интересов общественности, реализации проектов и мероприятий разного направления. В тоже время они осуществляют влияние не только на окружение и население, а и создают условия для развития лидерских качеств ее членов, формирования социальной активности, в том числе для молодежи. Теоретический анализ ИГО является необходимым этапом полного освещения и исследования проблемы формирования социальной активности молодежи в институтах гражданского общества. Для начала проанализируем научные подходы к процессу институционализации гражданского общества и функционирования содержания ИГО.

В нашем исследовании среди институтов гражданского общества рассматриваются **общественные организации, благотворительные фонды, молодежные центры, молодежные общественные советы**, поскольку именно в них молодежь принимает непосредственное участие, определяет направления и ориентиры деятельности, а значит, формирует свою социальную активность, что способствует развитию гражданского общества в целом.

В исследовании О. Михайловской предложено определение понятия "институт гражданского общества" как специфической формы самоорганизации граждан, что характеризуется автономией по отношению к государству и адаптированостью к общественной среде. Исследования основываются на понимании институционализации как процесса определения и оформления организационных, правовых и других структур для удовлетворения общественных потребностей. Таким образом, институционализация гражданского общества определена как процесс, который характеризуется развитием количественных и качественных признаков в формирование институтов, социально-политической мобилизацией и гражданским участием относительно реализации их специфических функций, в том числе, распространением демократических ценностей и стандартов[393].

Важной считается мысль профессора политических наук Г. Щедровой, которая определяет, что гражданское общество выступает институционально-функциональной сферой, которая регулируется правовыми механизмами и является фактором обеспечения чувствительности государства к гражданским интересам[394].

Синонимия понятий "институт" и "институция" решается путем описания специфики применения каждого из них и недопустимости отождествления их значений. Институциям приводится значение символических, бытовых, семиотических понятий и практик, закрепления и отображения которых осуществляется с помощью таких социальных организаций, как институтов[395].

Развивая данное мнение, можем отметить, что уровень сформированости гражданского общества характеризуется количеством и качеством работы его институтов, что создаются и функционируют не с помощью государства, а гражданами, которые самостоятельно определяют вектор деятельности, содержание и виды взаимодействия с государственными органами. Перечень таких институтов гражданского общества, в которых молодежь активно принимает

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[394] Щедрова Г. Громадянське суспільство: прагнення та реалії. *Наукові записки Інституту політичних і етнополітичних досліджень НАН України.* Київ, 2004. Вип. 25. С. 237–247, с. 236.

[395] Кармазіна М., Шурбована О. „Інститут" та „інституція": проблема розрізнення понять. *Політичний менеджмент*, 2006. Вип. 4. С. 10-19, с. 17.

участие, достаточно весомый: от семьи и церкви до общественных и политических объединений, при этом объединяющей чертой в них является автономность деятельности и самостоятельность взглядов.

Исследовательница А. Колодий к институтам гражданского общества относит:

– добровольные общественные организации и движения, а также политические партии на первых стадиях своего формирования, пока они еще не задействованы в механизмах осуществления власти;

– независимые средства массовой информации, что обслуживают общественные потребности и интересы, формулируют и обнародуют общественное мнение;

– общественное мнение как социальный институт;

– в определенном аспекте – выборы и референдумы, когда они служат средством формирования и выявления общественной мысли и защиты групповых интересов;

– зависимые от общественности элементы судовой и правоохранительной системы (суды присяжных, народные милицейские отряды и т.д.);

– на Западе есть тенденция зачисления к институтам гражданского общества так же распределительно-регулятивные институты современного государства общего благополучия[396].

В контексте нашего исследования важно отметить, что в формировании институтов гражданского общества ключевая роль принадлежит государству, когда оно через законодательные механизмы, экономические рычаги и готовность к диалогу с институтами гражданского общества создает среду для удовлетворения потребностей разных социальных групп, решения социальных проблем, связанных с благополучием граждан. Современная модель развитого гражданского общества основана на принципах его внутренней структурной самоорганизации, уровень которой зависит от состояния сформированности института социального диалога, что проявляется в установлении конструктивного взаимодействия как внутри гражданского общества и его основными институтами, так и между гражданским обществом и государством[397].

Современная практика формирования гражданского общества и становления его институтов в Украине свидетельствует про значительные деформации, которые возникают в процессе развития этого направления. Речь идет про взаимное недоверие власти и негосударственных организаций, а также про недостаточное влияние гражданских организаций на общество[398].

Актуальным считается тот факт, что достаточно часто рассматривая понятие объединений гражданского общества, используется термин организации "третьего сектора". В то же время, есть существенные отличия между данным определениями: во-первых, для всех организаций гражданского общества присуще заинтересованность и содействие привлечению новых членов к своим рядам; во-вторых, в их деятельности отсутствует противопоставление по линии чужие – свои. Некоторые из организаций "третьего сектора" имеют слишком широкую сферу влияния на своих членов. Их устройство отвечает скорее общинному или семейному типам, а не устрою организации гражданского общества. В-третьих, организация имеет четкие, озвученные, осознанные и известные всем ее членам цель и стратегию, ориентиры деятельности. Важным фактором организации является ресурсное обеспечение (штатные сотрудники, волонтеры, члены организации), источники финансирования и т.д.[399].

В ноябре 2007 г. распоряжением правительства № 1035-р одобрено Концепцию содействия органами исполнительной власти развития гражданского общества, постановлением Кабинета Министра Украины от 5 ноября 2008 г. № 976 утверждено Порядок содействия

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[396] Колодій А. Чим є і чим не є громадянське суспільство. URL: // http://www.hgi.org.ua

[397] Новак В.В. Організаційно-правові питання соціального партнерства органів державної влади та громадських об'єднань в Україні: стан та перспективи розвитку: автореф. канд. наук з держ. управ. : 25.00.01 / Інститут політ. і етнонац. дос. ім. І.Ф. Кураса. Київ, 2008. 22 с., с. 28.

[398] Корнієвський О.А., Якушик В.М. Молодіжний рух та політичні об'єднання в сучасній Україні. Київ : Київ. братство, 1997. 130 с., с. 10.

[399] Пащенко В.І. Неурядові організації як інститут громадянського суспільства: методологія дослідження та стан в Україні: автореф. канд. політ. наук: 23.00.02 / Інститут політичних і етнонаціональних досліджень, 2005, 26 с.

проведению гражданской экспертизы деятельности органов исполнительной власти. Указанными правительственными актами к институтам гражданского общества отнесено:

- общественные организации;
- профессиональные и творческие союзы;
- организации работодателей;
- благотворительные и религиозные организации;
- органы самоорганизации населения;
- негосударственные средства массовой информации;
- непредпринимательские сообщества и учреждения, легализированные в соответствии с законодательством.

Решая задание нашего исследования, мы должны учесть соответствующую нормативно-правовую базу, которая определяет правовые основы создания и гарантии деятельности ИГО. Это Законы Украины "Про объединение граждан" (1992 г.), "Про молодежные и детские общественные организации" (1997 г.), "Про благотворительность и благотворительные организации" (1998 г.), "Про профессиональные и творческие союзы" (1998 г.), "Про профессиональные союзы, их права та гарантии деятельности" (1999 г.), "Про организации работодателей" (2001 г.), "Про ассоциации органов местного самоуправления" та другие законодательные акты.

Итак, **институты гражданского общества** при участии молодежи можно определить как систему взаимодействия субъектов касательно отстаивания своих легитимных интересов и прав во время сотрудничества с государственными учреждениями в процессе развития гражданского общества и реализации молодежной политики.

Рассматривая общественные молодежные формирования в разных формах, направлениях деятельности, содержания активности ученные считают, что всех их объединяет понятие "украинское молодежное движение". По мнению Ю. Полищука общим определением понятия „молодежное движение" являются следующие аспекты:

1. Молодежное движение – это "социально активная молодежь".

2. Молодежное движение – это деятельность, направлена на обеспечение и защиту собственных социальных интересов и прав.

3. Молодежное движение – это "организованные молодежные сотрудничества".

Рассматривая молодежное движение как определенную социальную систему, автор подчеркивает, что оно состоит из ряда подсистем: институционной (или организационно-институционной), регулятивной (или нормативной), коммуникативной (или информационной) и социально-педагогической (или социализирующей, воспитательной).

В организационно-институционную систему входить перечень государственных и общественных структур, деятельность которых направлена на решение молодёжных проблем, при этом разнообразие форм и методов формирования только содействует реализации молодежной политики. В отличие от организационной подсистемы общества, где ведущими выступают государственные институты, молодежное движение является самодостаточным и независимым от влияния правительства. В то же время, государственные молодежные структуры играют важную роль в формировании государственной молодежной политики, сотрудничая с общественными молодежными объединениями. *Нормативная* подсистема молодежного движения обусловлена национальным правом, что закреплено в Конституции, законах и других нормативных актах. Уставные нормы самих молодежных объединений, что организуют их внутреннюю жизнь, отношения с другими субъектами общественной жизни – государственными структурами, партиями, общественными объединениями, бизнес структурами, органами образования и т.д. Освещение деятельности субъектов молодежного движения обеспечивают средства массовой коммуникации, социальные сети, пресса, телевидение, радиовещание обеспечивают *информационный* компонент молодежного движения, хотя недостаточно развитый. В тоже время, эффективность функционирования *социально-педагогической* подсистемы становится наиболее ценной в общественном

назначении молодежного движения, оказывая влияние на молодежь в формировании устойчивых ценностных ориентаций, саморазвитие и т.д.[400]

Соответственно разные институты гражданского общества имеют свои особенности в построении структуры, стилей управления, форм деятельности, методов влияния на молодежь, способов их привлечения к общественной роботе. Однако схожесть черт названных институтов обусловлена характерными качествами групповой роботы и структуры организации в целом. Так, А. Митлощ отмечает, что организацию в общем понимании можно описать как объединение людей, которые направлено на достижение социально-экономических целей и удовлетворение интересов через общую трудовую деятельность, имеющую правовой статус, который определяется законами общества. Группу можно определить як социальную агрегацию, что имеет внешний предел и хотя бы один внутренний. Основная структура как формальной, так и неформальной организации приблизительно одинакова и имеет две границы: внешняя и внутренняя. Внешняя граница означает, что в группе существует отличие между членами и другими личностями, а головная внутренняя граница – это наличие в группе, по крайней мере, двух классов людей: лидерство и членство. Внешняя и внутренняя граница – основная структура группы; вместе они являют собою главную групповую структуру. Таким способом членство определяется как нахождение индивида "в середине" внешней границе. Член группы – это тот, кто выполняет все условия, которые ставятся перед группою. Таким образом, полноправным членом определенной группы может стать только тот, кто соответствует всем критериям членства этой группы. Группа может иметь любое количество внутренних границ, при этом ее характеристика существенно не меняется. Когда любое количество внутренних границ является обусловленной, то можно повысить ранг группы до организации. Критерием того, что отличает социальную организацию от всех других видов социальных групп, является определенная структура отношений и система взаимосвязанных интересов, которые мотивируют трудовую деятельность[401].

Учитывая предмет нашего исследования, важным этапом было выделение определенных ИГО, которые имеют наибольшее влияние на молодежь, охватывают широкий спектр молодежных интересов, содействуют отображению результатов молодежной работы.

Общественные организации как деятельный институт гражданского общества рассматривается отечественными учеными в контексте исследования сущности социальной, государственной, молодежной политики, особенностей развития социальных процессов. Заслуживают внимания научные наработки относительно организационных вопросов развития общественных организаций (М. Журба, Е. Костюк, А. Матвийчук, В. Молоткина, С. Москаленко, В. Новак, С. Чолий и др.); характеристики молодежных общественных организаций (В. Кулик, О. Мокрий, Ю. Полищук и др.); институционализация молодежных общественных организаций (О. Бень, В. Пащенко и др.)

Отметим, что общественные формирования имеют разную цель, задания, уровень полномочий, территорию деятельности, хотя их социально-политическое призвание состоит, прежде всего, в том, что они помогают людям в решении бытовых проблем, открывают широкие возможности для выявления общественно-политической инициативы, реализации функций самоуправления.

Исследуя проблему формирования социальной активности молодежи в институтах гражданского общества, важным считается выделения такого ИГО как **молодежные центры**, поскольку, начиная с 2016 года, их активная работа в направлении социализации молодежи, создания условий для саморазвития, самореализации повышает интерес не только общественности, но и государственных учреждений, международных доноров. Однако отметим тенденцию создания неформальных молодежных объединений и центров в селах и маленьких городах. Инициаторами и главными деятелями, которых выступают самые молодые люди:

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[400]Поліщук Ю.Й. Соціально-педагогічна діяльність сучасних громадських молодіжних об`єднань в Україні: дис. д-ра пед. наук: 13.00.05 / Луган. нац. пед. ун-т ім. Тараса Шевченка. Луганськ, 2016. 315 с., с. 118-120.

[401] Мітлощ А. В., Маляко В. О., Бажанюк В. С. Психологічні особливості лідерської обдарованості: концепції, діагностика, тренінги : монографія. Київ: Інститут обдарованої дитини, 2014. 290 с.

ученики старших классов, студенты. Объединяясь за интересами, они организуют свой досуг, проводя благотворительные ярмарки, концерты, мастер-классы и т.д. Их социальная активность отображается в стремлении собственными силами улучшить условия для личностного саморазвития, общаться с единомышленниками и вместе работать над общей целью.

Рядом с молодежными общественными организациями, молодежными центрами выступает еще одно объединение как важный ИГО на пути разработки системы формирования социальной активности молодежи – **молодежный совет**. Ведущим механизмом привлечения граждан к принятию государственных решений стало создание при органах государственной власти и местного самоуправления общественных советов. Их деятельность на протяжении всех лет создания независимого государства имела немалые изменения, соответственно менялись и названия (коллегия, совет, консультативный совет и т.д.), личностный состав участников, уровень влияния представительства, нормативные рабочие документы и т.д. Неизменной оставалась только основная общественная миссия – активизация процесса формирования сознательной и активной позиции общественности относительно дальнейшего развития государственной политики и поддержки общественных инициатив касательно участия в процессе принятия государственно важных решений.

Еще одним институтом гражданского общества, что выделено в пределах нашего исследования формирования социальной активности молодежи являются **благотворительные фонды** и организации. Научная позиция исследователей особенности деятельности благотворительных организаций сосредоточено на позиции, что вхождение Украины в европейское сотрудничество сопровождается созданием новых социальных институций негосударственного сектора, в том числе фондов общественности, которые являются благотворительными организациями. Управляются они независимым советом, созданным с максимальным представительством местной общественности, для эффективного использования средств, переданных населению, отдельным гражданам, организациям или бизнес структурам. В соответствии с определенной стратегической целью каждым фондом выбирается несколько приоритетных сфер, в пределах которых осуществляется вся программная деятельность[402].

Резюмируя характеристику деятельности институтов гражданского общества, можно привести таблицу, что отображает влияние каждого из исследуемых институтов на процесс формирования социальной активности молодежи (табл.1).

Таблица 1

Характеристика деятельности институтов гражданского общества

ИГО	Источники литературы	Содержательная деятельность относительно молодежи
Общественные организации	Ю. Полищук, А. Капская, Г. Лактионова, Л. Мардахаев, С. Савченко, О. Безпалько, С. Омельченко, О. Лисовец, Л. Романовская и др. Закон Украины "Про молодежные и детские общественные организации", Закон Украины "Про общественные объединения"	Содействуют установлению конструктивного взаимодействия между молодежью, государственными органами, представляя интересы молодежи, а как социальные институты содействуют формированию социальной активности, ответственности, социализации молодежи, привлекая их к реализации социально-значимых проектов, поддерживая инициативу молодежи в развитие молодежной политики на локальном и национальном уровне.

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[402] Благодійні інституції України: сучасний стан та перспективи розвитку (за результатами соціологічного дослідження) / О.В.Безпалько та ін.; за заг. ред. А.В.Гулевської-Черниш. Київ: Книга плюс, 2008. 120 с.

Молодежные центры	Типовое Положение "Про молодежный центр" утвержденное постановлением Кабинета Министров Украины от 20.12.2017 р.	Отображают стремление молодежи собственными силами улучшить условия для личностного саморазвития, общения с единомышленниками и вместе поработать над общей целью; создаются для решения вопросов социального становления и развития молодежи; организовывают содержательный досуг молодежи и содействуют ее волонтерской деятельности
Молодежные советы	В. Латишева, А. Волошина, Ю. Шайгородский; Є. Бородин тощо. Указ Президента Украины "Про первоначальные мероприятия относительно реализации государственной молодежной политики и поддержки молодежных общественных организаций", Типовое положение про молодежный консультативно-совещательный орган регионального и местного уровней.	Содействуют привлечению социально активной молодежи к реализации государственной политики в молодежной сфере на региональном уровне, решение вопросов регионального и местного значения
Благотворительные фонды	О. Доник, А. Нарадько, Ф. Ступак, С. Закирова, Т. Николаева, Т. Куринная, В. Халецкий, О. Семашко, О. Повстин, Р. Сербин. Постановление "Про благотворительные фонды", Закон "Про благотворительство и благотворительные организации". Постановление про государственную регистрацию благотворительных организаций	Выступают составляющей социальной деятельности, которая в свою очередь предусматривает единство теоретического и материально-практического процессов, что осуществляется социальными субъектами с целью целенаправленного использования и изменения окружающей среды в интересах людей; рассматривается как благоприятная среда для реализации социальной активности молодежи во время добровольной, благотворительной помощи на улучшения социального состояния населения

Итак, можно сделать вывод, что процесс институционализации гражданского общества сосредотачивает внимание на таких актуальных вопросах как привлечение молодежи к процессу принятия решений на городском, региональном уровне, решения вопросов образования, досуга, культурного и творческого развития, поддержки талантливой молодежи, обустройство молодежного пространства именно при участии молодежи. Тогда как такие институты как общественные организации, молодежные центры, молодежные общественные советы

содействуют эффективному процессу социального возрастания, формирования социальной активности молодежи. Использование их потенциала во время разработки системы формирования социальной активности подтверждает актуальность нашего исследования и требует дальнейшей теоретической разведки относительно содержания и структуры социальной активности молодежи, что формируется в институтах гражданского общества.

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3.6 REFORMING THE SYSTEM OF INSTITUTIONAL CARE AND CHILD EDUCATION IN UKRAINE AS A CONDITION FOR THE DEVELOPMENT OF CIVIL SOCIETY

(Реформирование системы институционного ухода и воспитания детей в Украине как условие развития гражданского общества)

Постановка проблемы. Невозможно четко планировать процесс реформирования системы институционного ухода и воспитания детей, не имея достаточного представления о масштабах проблемы. Стратегический обзор на национальном уровне позволяет быстро получить конкретные цифры и характеристики детей, находящихся в интернатах, узнать причины их устройства в эти заведения и планы по реформированию системы. Анализ предполагает оценку существующей законодательной и нормативной базы, поскольку переход от институционной опеки к предоставлению услуг в общинах требует законодательных изменений и пересмотра государственной опеки над детьми. Устаревшие законодательные акты и политики в этой сфере могут стать серьезным препятствием на пути деинституциализации.

Анализ последних исследований и публикаций. Некоторые исследования нормативно-правового обеспечения государственного управления составными элементами системы институционного ухода и воспитания детей, находим в работах современных научных исследователей. В частности, проблемой обеспечения социальной защиты детей-сирот и детей, лишенных родительской опеки, занимались А. Василенко, А. Гордуз, А. Мордань. Рассмотрение специфики законодательной базы Украины как социально-правового условия обеспечения равных возможностей для детей с ограниченными возможностями находим в работах А. Кучерук. Исследованием нормативно-правового аспекта образования детей с особыми потребностями занимался А. Агабабян. Изучением нормативного обеспечения финансирования учебных заведений в современных условиях занимались И. Комарова, Т. Станкус[403].

Как видим, проблема нормативно-правового обеспечения системы институционального ухода и воспитания детей является актуальной и требующей системного изучения.

Цель статьи. Проанализировать нормативно-правовое обеспечение системы институционного ухода и воспитания детей в Украине.

Изложение основного материала исследования. Процесс деинституциализации поддерживается важнейшими международными инструментами, в частности Конвенции ООН о правах ребенка, Конвенции ООН о правах лиц с инвалидностью, Европейской конвенцией о защите прав человека и серией хартий и деклараций. Основной вопрос заключается в обеспечении понимания всех прав всех детей. Например, иногда используется право детей на обучение (статья 28 Конвенции ООН о правах ребенка) для обоснования необходимости отделения детей от семей и устройства их в школы-интернаты. Однако обеспечение права на образование не отменяет право ребенка жить в семье, а также ответственность государства за поддержку семьям, чтобы они могли обеспечивать потребности своих детей[404].

Ряд статей устанавливает право детей на проживание со своими семьями, а также устанавливает обязанность государства поддерживать семьи и предоставлять услуги, обеспечивать воспитание ребенка в его семье, насколько это возможно (статьи 7, 9 и 19 Конвенции ООН о правах ребенка). Таким образом, услуги на уровне общины, направленные на предупреждение разлучения детей и их семей, должны стать одним из главных направлений реформирования системы.

Для обеспечения последовательности реализации положений Конвенции ООН о правах ребенка и совершенствования государственной системы обеспечения прав ребенка распоряжением Кабинета Министров Украины от 05.04.2017 № 230-р одобрена Концепция Государственной социальной программы «Национальный план действий по реализации Конвенции ООН о правах ребенка» на период до 2021 года », утвержденная постановлением

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Кабинета Министров Украины от 30 мая 2018 г. № 453 «Об утверждении Государственной социальной программы «Национальный план действий по реализации Конвенции ООН по правам ребёнка »на период до 2021 года».

Государственная социальная программа базируется на 8-ми приоритетах, а именно:

- создание благоприятных условий для жизни и развития ребенка;
- обеспечение равных возможностей для всех детей;
- укрепление института семьи и формирования ответственного отцовства;
- защита детей от насилия;
- создание системы правосудия, дружественного для ребенка;
- учет наилучших интересов ребенка и мнения ребенка при принятии решений;
- обеспечение прав детей в ситуации военных действий или вооруженного конфликта;
- создание безопасного информационного пространства для детей.

Согласно определению понятия системы институционального ухода и воспитания детей в контексте государственного управления как комплексной деятельности учреждений круглосуточного пребывания детей всех типов, форм собственности и подчинения (Министерству образования и науки Украины, Министерству здравоохранения Украины, Министерству социальной политики Украины), осуществляющих социально-педагогическую деятельность, с целью реализации законных прав на социальную защиту детей-сирот, детей, лишенных родительской опеки, детей с инвалидностью, детей с особыми образовательными потребностями, детей, находящихся в сложных жизненных обстоятельствах, по обеспечению условий проживания и ухода, оказания социальных, образовательных, воспитательных, юридических, медицинских и реабилитационных услуг в рамках этих учреждений, отметим обширность нормативно-правовой базы, которая лежит в основе государственного управления данной системой.

Нормативно-правовые акты, регулирующие получение образования и организации образовательного процесса, основываются на Конституции Украины.

Согласно Конституции Украины, государство обязано содержать только детей-сирот и детей, лишенных родительской опеки (статья 52 Конституции Украины), и должна обеспечивать бесплатное полное общее среднее образование в государственных и коммунальных учебных заведениях. Обязанность содержать ребенка до достижения им совершеннолетия возложена на родителей[405].

Статьей 53 Конституции Украины закреплено право каждого гражданина на образование, Полное общее среднее образование в Украине является обязательным[1].

Законами Украины «Об образовании» и «Об общем среднем образовании». родителям предоставлено право выбора формы получения ребенком образования. То есть, обучение в специальном учебном заведении или в коррекционных классах при общеобразовательных школах, или предоставлена возможность надомного обучения. Статьей 4 Закона Украины «Об общем среднем образовании» определено, что «Систему общего среднего образования составляют: общеобразовательные учебные заведения всех типов и форм собственности, в том числе для граждан, нуждающихся в социальной помощи и социальной реабилитации, учебно-производственные комбинаты, внешкольные учреждения, научно-методические учреждения и органы управления системой общего среднего образования, а также профессионально-технические и высшие учебные заведения I-II уровней аккредитации, предоставляющих полное общее среднее образование»[406].

Рассматривая получение детьми образования в плоскости социальной сферы, которая тесно связана с проблемой институционного ухода и воспитания детей, следует отметить, что основу нормативно-правового регулирования в социальной сфере относительно категории

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[405] Конституція України: Закон України від 28 червня 1996 р., № 254к/96-ВР. URL: http://zakon2.rada.gov.ua/laws/show/254%D0%BA/96%D0%B2%D1%80

[406] Про загальну середню освіту: Закон України від 13 травня 1999 р. № 65. URL: https://zakon.rada.gov.ua/laws/show/651-14.

детей составляет Закон «Об охране детства», который определяет ключевые категории детей нуждающихся в опеке государства и спектр прав и свобод для этой категории лиц[407].

Для обеспечения прав детей-инвалидов существует ряд специальных законов. В частности, Закон Украины «Об основах социальной защищенности инвалидов в Украине» определяет основы социальной защищенности лиц с инвалидностью в Украине и гарантирует им равные со всеми другими гражданами возможности для участия в экономической, политической и социальной сферах жизни общества, создание необходимых условий, которые дают возможность лицам с инвалидностью эффективно реализовать права и свободы человека и гражданина и вести полноценный образ жизни согласно индивидуальным возможностями, способностями и интересами[408].

Закон Украины «О реабилитации лиц с инвалидностью в Украине» определяет основные принципы создания правовых, социально-экономических, организационных условий для устранения или компенсации последствий, вызванных стойким нарушением здоровья, функционирования системы поддержки лицам с инвалидностью физического, психического, социального благополучия, содействие им в достижении социальной и материальной независимости[409].

Соответствующие нормы по защите прав детей содержит Закон Украины «Об охране детства», который «...определяет охрану детства в Украине как стратегический общенациональный приоритет, что имеет важное значение для обеспечения национальной безопасности Украины, эффективности внутренней политики государства, и с целью обеспечения реализации прав ребенка на жизнь, охрану здоровья, образование, социальную защиту, всестороннее развитие и воспитание в семейном окружении устанавливает основные принципы государственной политики в этой сфере, основанные на обеспечении наилучших интересов ребенка»[410].

В Законе Украины «Об обеспечении организационно-правовых условий социальной защиты детей-сирот и детей, лишенных родительской опеки» дается определение терминов ребенок-сирота, ребенок, лишенный родительской опеки, лицо из числа детей-сирот, детей, лишенных родительской опеки. Также этот Закон определяет правовые, организационные, социальные основы и гарантии государственной поддержки детей-сирот и детей, лишенных родительской опеки, а также лиц из их числа, и является составной частью законодательства об охране детства[411].

Основой нормативно-правовой базы для учебно-воспитательной работы с детьми, имеющими особые образовательные потребности, является Закон Украины «Об образовании»[412].

В условиях ведения военных действий на территории Украины деятельность относительно перемещенных лиц и их детей регламентирует Закон Украины «Об обеспечении прав и свобод внутренне перемещенных лиц». Им определен порядок размещения перемещенных детей из числа детей-сирот; детей, лишенных родительской опеки; детей с инвалидностью; детей с особыми образовательными потребностями; детей, находящихся в сложных жизненных обстоятельствах[413].

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[407] Про охорону дитинства: Закон України від 26 квітня 2001 р. № 2402-III. URL: http://zakon2.rada.gov.ua/laws/show/2402-14.

[408] Про основи соціальної захищеності інвалідів в Україні: Закон України від 21 березня 1991 р. № 875-XII. URL: http://zakon2.rada.gov.ua/laws/show/875-12.

[409] Про реабілітацію осіб з інвалідністю в Україні: Закон України від 06 жовтня 2005 р. № 2961-IV. URL: http://zakon3.rada.gov.ua/laws/show/2961-15.

[410] Про охорону дитинства: Закон України від 26 квітня 2001 р. № 2402-III. URL: http://zakon2.rada.gov.ua/laws/show/2402-14.

[411] Про забезпечення організаційно-правових умов соціального захисту дітей-сиріт та дітей, позбавлених батьківського піклування: Закон України від 13 січня 2005 р. № 2342-IV. URL: http://zakon2.rada.gov.ua/laws/show/2342-15.

[412] Про освіту: Закон України від 05 вересня 2017 р. № 2145-VIII. URL: http://zakon2.rada.gov.ua/laws/show/2145-19.

[413] Про забезпечення прав і свобод внутрішньо переміщених осіб. Закон України від 27 березня 2018 р. URL: https://zakon.rada.gov.ua/laws/show/1706-18?find=1&text=%E4%B3%F2%E8.

Механизм осуществления органами опеки и попечительства деятельности, связанной с защитой прав ребенка определяется «Порядком осуществления органами опеки и попечительства деятельности, связанной с защитой прав ребенка» утвержденном постановлением Кабинета Министров Украины от 24 сентября 2008 года № 866, в котором отдельным разделом указываются особенности осуществления органами опеки и попечительства деятельности, связанной с защитой прав ребенка, перемещенной из временно оккупированных территорий в Донецкой и Луганской областях, Автономной Республике Крым и г. Севастополя или района проведения антитеррористической операции и меры по обеспечению национальной безопасности и обороны, отпора и сдерживания вооруженной агрессии Российской Федерации в Донецкой и Луганской областях[414].

Проанализировав основные, по нашему мнению, законодательные и нормативно-правовые акты, регламентирующие деятельность системы институционного ухода и воспитания детей-сирот, детей лишенных родительской опеки, детей с инвалидностью, детей, находящихся в сложных жизненных обстоятельствах, частично детей с особыми образовательными потребностями, которые имеют сложные пороки развития, можно сделать вывод, что они не являются эффективными из-за распыления социальных услуг и управленческих усилий, направленных на реализацию права на образование каждым гражданином Украины.

Очевидно, что из-за обилия законодательных и нормативно-правовых актов, регулирующих деятельность в сфере институционного ухода и воспитания детей, которые не способны обеспечить эффективное выполнение своих функций, в условиях проведения административной реформы возникает потребность унификации нормативных документов, регламентирующих предоставление социальных и образовательных услуг в сфере институционного ухода и воспитания детей.

Реформирование системы административного устройства, по нашему мнению, неразрывно связано с изменением приоритетов развития всех общественных сфер. Поэтому реформирование системы институционного ухода и воспитания детей, которая представляет собой объект государственного управления с позиций различных министерств и ведомств и направляется на формирование полноценной личности граждан страны, является актуальным и своевременным. Рост формирования гражданской позиции и получения социального опыта детьми, принадлежащих к специальным категориям, чрезвычайно важно в условиях сложного политического, военного и социального положения страны. Ведь именно защищенность специальных категорий населения представляет собой показатель благоустройства государства.

Процесс реформирования системы институционного ухода и воспитания детей называют деинституциализация. Основными документом, регламентирующим проведение в Украине этой реформы, является Национальная стратегия реформирования системы институционного ухода и воспитания детей на 2017-2026 годы, одобренной распоряжением Кабинета Министров Украины № 526-р от 9 августа 2017 года. Изменение институционного ухода и воспитания детей предусматривает создание системы, которая обеспечивает уход и воспитание ребенка в семейной или приближенной к семейной среде, а ликвидация соответствующих заведений – это следствие того, что отсутствует необходимость в устройстве детей в них.

Анализируя ситуацию в Украине, Стратегия определяет функционирующую систему институционного ухода и воспитания детей, которым предусмотрено учреждения различных типов, форм собственности и подчинения. Это – общеобразовательные школы-интернаты; интернаты; учебно-реабилитационные центры; дома ребенка; детские дома; детские дома-интернаты; учебно-воспитательные комплексы, в составе которых есть группы, классы, отделения круглосуточного пребывания детей; другие учреждения круглосуточного и длительного (более трех месяцев) пребывания детей, в которых одновременно проживает более 15 детей[415].

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[414] Питання діяльності органів опіки та піклування, пов'язаної із захистом прав дитини: постанова КМУ від 24 вересня 2008 р. № 866. URL: https://zakon.rada.gov.ua/laws/show/866-2008-%D0%BF

[415] Національна стратегія реформування системи інституційного догляду та виховання дітей на 2017-2026 роки: розпорядження КМУ від 09 серп. 2017 р. № 526-р. URL: http://search.ligazakon.ua/l_doc2.nsf/link1/KR170526.html.

Деятельность учреждений институционного ухода и воспитания детей нормируется также соответствующими положениями о таких заведения: Положение об общеобразовательной школе-интернат и общеобразовательной санаторной школе-интернат; Положение об учебно-реабилитационном центре; Типовое положение о доме ребенка; Положение о детских домах и общеобразовательных школах-интернатах для детей-сирот и детей, лишенных родительской опеки; Типовое положение о приюте для детей службы по делам детей, центр социально-психологической реабилитации детей.

Принципы, на которых базируется Стратегия:

– безопасность и благополучие ребенка является приоритетом государственной политики;

– семья является наилучшей средой для воспитания и развития ребенка;

– сохранение семьи для ребенка является главным условием обеспечения наилучших интересов ребенка и его благополучие;

– государством поощряется и поддерживается ответственное отцовство;

– реформирование системы институционного ухода и воспитания детей проводится с учетом потребностей, мнения и интересов каждого ребенка;

– привлечение детей к принятию решений, касающихся их жизни и будущего[416].

Как видим, о обучении, воспитании и проживании детей в условиях школ-интернатов речь не идет.

По состоянию на 1 сентября 2016 года в Украине функционировало 751 учреждение институционного ухода детей, из которых 39 заведений принадлежат к сфере управления Министерства здравоохранения, 132 учреждения (дома-интернаты, центры социально-психологической реабилитации детей, приюты для детей) относятся к сфере управления Министерства социальной политики; 580 заведений разных типов относятся к сфере управления Министерства образования и науки. Кроме того, в Украине существуют учреждения институционного ухода за детьми, образованные общественными объединениями, благотворительными фондами, религиозными организациями. В областном подчинении находилось 80% заведений, в районном, городском - 20% и, соответственно, 0% в владении территориальных общин[417].

Отсутствие единого видения реформирования системы институционного ухода и воспитания детей приводит к тому, что на практике меняется только название или тип заведения, "реформированные" заведения остаются заведениями круглосуточного и длительного пребывания детей, а категории и возраст детей, которые могут к ним направляться, расширяются.

Идет большая затрата усилий для эффективного проведения реформы в сфере институционного ухода и воспитания детей, которые следует минимизировать путем усовершенствования законодательства в процессе реформирования системы институционного ухода и воспитания детей, что отражено в основных целях и задачах Национальной стратегии реформирования системы институционного ухода и воспитания детей на 2017-2026 годы:

«…усовершенствование законодательства для обеспечения реформирования системы институционного ухода и воспитания детей;

развитие эффективной и способной системы поддержания воспитания детей в семье;

обеспечение качественного альтернативного ухода за детьми, оставшимися без попечения родителей, с целью предотвращения попадания таких детей в учреждения институционного ухода и воспитания детей»[418].

Сейчас завершается I этап выполнения Стратегии – подготовительный, которым предусматривается разработка и принятие нормативно-правовых актов, необходимых для реформирования системы институционного ухода и воспитания детей, и разработка

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[416] Національна стратегія реформування системи інституційного догляду та виховання дітей на 2017-2026 роки: розпорядження КМУ від 09 серп. 2017 р. № 526-р. URL: http://search.ligazakon.ua/l_doc2.nsf/link1/KR170526.html.
[417] Там же
[418] Там же

методического обеспечения. В частности, идет работа над созданием и утверждением региональных планов реформирования данной системы в каждой области Украины.

На протяжении 2019-2024 годов будет продолжаться II этап реализации реформы, предусматривающий реализацию региональных планов реформирования системы институционного ухода и воспитания детей, и сокращение сети учреждений институционного ухода и воспитания детей.

Итоговый этап Стратегии предусматривает комплексный анализ ситуации в Украине (по регионам) в обеспечении права ребенка на воспитание в семье, анализ достигнутых результатов и определение стратегических направлений дальнейшего развития системы обеспечения и защиты прав детей в Украине[419].

Выводы. Итак, на основе системного анализа нормативно-правового обеспечения государственного управления в сфере институционного ухода и воспитания детей, можем сделать вывод о проблемности нормативно-правового регулирования этой сферы и необходимость ее совершенствования в условиях реализации Национальной стратегии реформирования системы институционного ухода и воспитания детей на 2017-2026 года.

Проведенный анализ законодательных и нормативно-правовых актов, которые определяют особенности системы институционного ухода и воспитания детей в Украине, регулирующие организацию предоставления социальных услуг детям-сиротам, детям лишенным родительской опеки, детям с инвалидностью, детям, находящимся в сложных жизненных обстоятельствах, частично детям с особыми образовательными потребностями, которые имеют сложные пороки развития, свидетельствует, что имеющийся нормативно-правовой фундамент в большинстве его правового содержания, касающийся этой сферы в отдельных положениях носит декларативный характер, не обеспечивает четкую вертикаль отношений между центральными органами исполнительной власти (Министерством социальной политики Украины, Министерством здравоохранения Украины, Министерством образования и науки Украины), Уполномоченным Президента Украины по правам ребенка и институтами гражданского общества, что затрудняет предоставление социальной услуги для реализации гражданских, экономических, социальных и культурных прав детей в Украине.

Анализ нормативно-правовой базы по вопросам государственного управления в сфере институционного ухода и воспитания детей в Украине, свидетельствует о том, что реформирование (Деинституциализация) системы институционного ухода и воспитания детей проходит сложный процесс гармонизации с международно-правовыми, общеевропейскими нормами и стандартами защиты прав детей.

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[419] Національна стратегія реформування системи інституційного догляду та виховання дітей на 2017-2026 роки: розпорядження КМУ від 09 серп. 2017 р. № 526-р. URL: http://search.ligazakon.ua/l_doc2.nsf/link1/KR170526.html.

7. Про загальну середню освіту: Закон України від 13 травня 1999 р. № 65. URL: https://zakon.rada.gov.ua/laws/show/651-14.

8. Про освіту: Закон України від 05 вересня 2017 р. № 2145-VIII. URL: http://zakon2.rada.gov.ua/laws/show/2145-19.

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10. Про охорону дитинства: Закон України від 26 квітня 2001 р. № 2402-III. URL: http://zakon2.rada.gov.ua/laws/show/2402-14.

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12. Ярмолинська І. В. Нормативно-правове забезпечення державного управління в системі інституційного догляду та виховання дітей. Інвестиції: практика та досвід. Київ, 2018. № 17. С. 109-112.

3.7 FROM THE HISTORY OF THE MAGAZINE "UKRAINIAN HISTORICAL JOURNAL"

Introduction. History of Ukrainian editions of post-soviet space is an actual enough and scantily explored theme, especially if it touches scientific periodicals. The same enthralling is history of creation and appearance on the walks of life of the USSR of historical magazine – "Ukrainian historical journal" and illumination on his columns of history of different countries. Beginning the work in heavy for home historical science time, this only in the USSR a profile republican historical magazine, without regard to permanent control from the side of corresponding ideological structures, managed to become a reference-point for scientists and historical science in general.

The aim of this article consists in description of the basic stages of development and becoming of magazine the "Ukrainian historical magazine" and location of this magazine in development of historiography of Ukraine. The marked problem has ponderable enough scientific potential. Among modern researchers that study this question it follows to name such scientists, as: Gurzhiy O., Kapitan L., Koval M., Laas N., Krupina V.

Results and Discussions. Ukrainian historical science overcame a centuries-old and problem way in becoming and important role on this way played professional magazines.

As we know, the publicism activity many Ukrainian historians began from printing of the works in the magazines of "Kiev Antiquity", "Ukraine", "NTSh Notes" and "Ukrainian Life".

Special role of scientific periodicals, in particular to the magazine, as the family debatable tribune, in forming of public and scientific world view presentations marked at one time M. C. Hrushevskyi[420].

But, unfortunately, after 1917, works of scientists straight or mediated depended on political position in a country and degree of the ideological loading on historical opinion. In soviet times historiography in Ukraine was really inferior to the necessities of party-vehicle ideology and propaganda, and on some time lost the primitive functional setting, and her representatives got the brand of "enemy of people". Power conducted campaigns on being of "hostile approaches", and one of such the campaign of party-ideological vehicle became against Ukrainian historical science at the end of 40th – at the beginning of 50th sanctified "to the exposure and refutation" of conception of M. C. Hrushevskyi, his schools. Such events became tragic for historical science, old centuries traditions were ragged in fact, a specific is broken and acquisition is strikethrough. Further numerous labours of those historians, that remained on Ukraine became, actually by commentation of events.

The prominent Ukrainian historian A. Ohloblin, that was the conscious opponent of submission of historical facts and conceptions to political interests, acknowledged that not from good life, dividing of Ukrainian historical science happened into two river-beds:".We, Ukrainian historians, went away from Ukraine exactly because to us and to our labour not it became places wherein truthful history of Ukraine is confessed by unnecessary, dangerous, but even by harmful and hostile business"[421]. And as that from the beginning of 1930th and 1957 to there was not a permanent magazine in Ukraine became the consequence of such politics, because the aspects of the higher mentioned politics forced a closure in 30th of most editions of historical profile.

From middle of 40th in Ukraine a situation some changed – an urgent requirement became fully obvious in to the professional periodic magazine on historical subjects, and that is why founding of republican historical magazine that was a dream not only for specialists but also desirable for wide reader public, not once came into question in the press, thus at all-union level, belonged before a top party management. Maiden attempt to order a word about a historical magazine a corresponding member Academy of Sciences URSR of S. V. Yushkov. In the memorandum of Central Committee of the Communist Party of the Bolsheviks in 1943 in connection with preparation to proceeding

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[420] Gaidai, O.M. (1995). *Vykorystannia naukovo-pedahohichnoi spadshchyny M.S.Hrushevskoho u vykhovnii roboti* / Zbirnyk materialiv. Dopovidi ta povidomlennia naukovo-metodychnoi konferentsii instytutu "Problemy, dosvid pidhotovky studentiv do vykhovnoi roboty u shkoli ". Mykolaiv. s.52-53. [in Ukrainian].

[421] Sakada, L. D. (1997). Dva zhurnaly ukrainskykh istorykiv: "Ukrainskyi istorychnyi zhurnal" ta "Ukrainskyi istoryk" // Ukrainskyi istorychnyi zhurnal, №4, s. 58. [in Ukrainian].

in research work in Ukraine after a return Institute of history of Ukraine from evacuation he marked: "Very necessary edition of historical magazine by Ukrainian"[422].

Development of scientific researches needed creation of corresponding magazine. in 1950 Presidium Academy of Sciences URSR on the permanent requirement of scientists appealed to CC of KP (b) in with a solicitor in relation to edition of periodic organ of Institute of history of Ukraine. It was suggested to produce four numbers on a year and such divisions were envisaged: 1) articles and researches; 2) reports and publications; 3) criticisms and bibliography; 4) chronicles. However department of propaganda and agitation of CC of KP(b) (Central Committee of the Communist Party of Bolsheviks) answered on it, that scientific works are important Institute of history has the opportunity to publish in the allied magazine "Questions of History" and in the "Scientific messages" of Academy, and for creation of own historical magazine does not have warrants.

In 1955 the article sanctified to the problems of study of history of Ukraine was printed in a magazine "Questions of History", it was about the necessity of historical magazine that would assist development of historical science in a republic. Later, the article was discussed on Scientific advice, and scientists marked the large value of magazine for work of historians of Ukraine. Question in relation to creation of historical magazine also raised an in 1955 – at the beginning of 1956 director of Institute of history of Academy of Sciences URSR of O. Kasymenko. A situation was changed only after XX of convention of communist Party. Collective address of guidance of historical establishments of Ukraine to CC of KP(b) concerning creation of the "Ukrainian historical magazine" finally gave a result.

On February 1, 1957 the secretariat Central Committee of the Communist Party of the Bolsheviks made decision about edition of the "Ukrainian historical magazine" periodicity 6 numbers on a year, by a volume 10 printed folias, drawing 10 thousand copies, with the state there are 4 persons[423]. The special attention it was envisaged to spare to illumination of fight of party for unity of the rows, strengthening of union of working class and peasantry, friendship of the Ukrainian people with other people of Soviet Union, generalization of experience of teaching of historical disciplines, to inform of work of scientific establishments, fight for the cleanness of principles of marxism-leninism, against the displays of bourgeois ideology, in particular Ukrainian bourgeois nationalism[424].

In 1957 began work of organization and preparation to printing of the first numbers of the "Ukrainian historical magazine". on July 16 the first meeting of editorial board took place already the officially ratified magazine. The efforts such researchers and scientists attached to creation of editions, as F. Shevchenko (managing editor), Butich, I. Gurzhy, V. Zhebokritsky, P. Kalinichenko (deputy of managing editor), I. Krip'yakevich, P. Lavrov, V. Samofalov, G. Shevchuk et al.

Beginning to bustle in advance, it costs to say, that during all existence a magazine was headed by prominent researchers and scientists, that usually affected his work, namely:

Shevchenko Fedir Pavlovich (1957-1967, 1967-1972)
- Dubina Kuzma Kindratovich (1967)
- Kalenichenko Pavlo Mikhailovich (1972-1979.)
- Condufor Yuriy Yuriyovich (1979-1988
- Koval Mikhailo Vasilovich (1988-1995.)
- Smoliy Valeriy Andriyovich (from 1995 to today)

The special energy was distinguishing a well-known scientist, by then candidate of historical sciences, first managing editor of magazine F. Shevchenko. He was worried first of all by popularity and drawing of edition. He personally prepared a sheet on behalf of editorial board to the manager of department of agitation and propaganda of Central Committee of the Communist Party Ukraine of M. Hvorostyanogo, where explained that would profit very to acquaint with materials that will be published in a magazine, party asset, agitators, propagandists, lecturers – all workers of network of

[422] Sakada, L. D. (1997). *Dva zhurnaly ukrainskykh istorykiv: "Ukrainskyi istorychnyi zhurnal" ta "Ukrainskyi istoryk"* // Ukrainskyi istorychnyi zhurnal, №4, s. 59. [in Ukrainian].

[423] Hurzhii, O. & Kapitan, L. (2004). *Na choli redkolehii «Ukrainskoho istorychnoho zhurnalu»* / «Istynu vstanovliuie sud istorii». Zbirnyk na poshanu Fedora Pavlovycha Shevchenka. Tom 2. Naukovi studii. Kyiv: ZAT «VIPOL», s.28. [in Ukrainian].

[424] Hurzhii, O. I. & Donik, O. M. (2007). *"Ukrainskomu istorychnomu zhurnalu"– 50!* // Kalendar znamennykh i pam'iatnykh dat, III kv.(№3), s. 36. [in Ukrainian].

communist education. A scientist considered a necessity to set connection with high schools, pedagogical schools and institutes. To that end he appealed after support to the of that time minister for education of republic of I. Bilodida and asked official help on business realization of subscription on a magazine to educational establishments, inferior to Department of education of Ukrainian Soviet Social Republic.

Examining the further fate of magazine, it costs to distinguish a few periods in his work since founding. Here it is possible to take into account a division into periods of Laas N. and Krupini V. O. as a part of his article "Problems of History of Ukraine 1945-1991. on the pages of the Ukrainian Historical Magazine see:

1957 – mid-1980s – look asleep before the process of "awaken";

the other half of the 1980s – the ear of the 1990s;

from the 1990s to the present [425].

A similar division into periods touches research of history of Ukraine on the columns of magazine, but in opinion of authors on her basis it is possible to distinguish such main periods in the fate of magazine:

1957 – 1964 are grounds and becoming of new magazine;

middles of 1960th – beginning of 1980th are the final fixing of magazine on the scientific field of period of intensifying of crisis of the soviet system;

1985 – 1991 is a change of scientific priorities on the columns of magazine during disintegration of Soviet Union;

1991 – to contemporaneity is development and improvement of edition in independent Ukraine.

As evidently, a division into periods closely constrained with history of Ukraine, and undoubtedly with the change of guidance in that time, in fact really, from time of founding a magazine was under act of top management that weakening only during independence of our state.

The first period from 1957th for 1964th was most difficult for all the time of existence of magazine.

Already from the beginning the existence a magazine began (although very unbravely and preferentially) to print separate materials from world history.

In a magazine were open two special heading from world history and it were "Ukrainians abroad" and "History of foreign countries". If in first from them materials were printed from history of Ukrainian emigration abroad and positions of Ukrainians on strange land (for example, figure of "progressive" Ukrainian emigration in Canada of Kravchuk or confessed specialist on history of Ukrainian labour emigration to North America of A. Shlepakova and other), then in the second heading the articles prevailed from history of international revolutionary and communist motion, in particular in relation to influence on him of the October events of 1917 at Russia (I. Granchak, B. Zabark, M. Ivanitsky, P. Kalenichenko and other) and problems of building of socialism in the countries of folk democracy (S. Antonyuk, I. Kulinicha, L. Leshchenko, S. Parkhomchuk)[426].

At the same time from the first numbers of magazine considerable enough attention was spared to history of connections (B. Boris, I. Ganevich, J. Grozinchik), history of Second world war and anti-fascist motion of Resistance in foreign countries (M. Bilousov, V. Klokov, V. Koval, M. Pogrebny, M. Semiryaga and other) and imperialistic foreign policy of the western states, first of all the USA. The single articles were printed from the newest history of the separate states of the West, mainly about striking motion of proletariat and anti-popular activity of "bourgeois" parties and governments – England (V. Horobets), Turkey (Yu. Boiev), German federal REPUBLIC (V. Gulevich), France (D. Filipenko) and other. Unfortunately, without regard to the far of the printed materials, they differed after the quality and scientific value. Even contributors disturbed marked negative tendencies in-process the "Ukrainian historical magazine": study of mainly soviet period, simplified going near illumination of important problems. Editor-in-chief F. P. Shevchenko repeatedly on meeting of editorial

[425] Laas, N. O& Krupyna, V. O. (2007). *Problemy istorii Ukrainy 1945-1991 rr. na storinkakh "Ukrainskoho istorychnoho zhurnalu"* // Ukrainskyi istorychnyi zhurnal, № 6, s. 142-166. [in Ukrainian].

[426] Vidnianskyi, S. V. (2007). *Retseptsii vsesvitnoi istorii na storinkakh "Ukrainskoho istorychnoho zhurnalu"* // Ukrainskyi istorychnyi zhurnal, №6, s. 167. [in Ukrainian].

board marked that development of historical science required the increase of scientific and theoretical level of the articles that must not look like reviews and suggested to give up practice of criticizing of casual materials[427].

From middle of 60th to beginning of 1980th changes began to be felt in the political course of Soviet Union, that directly affected activity of magazine.

To the revival of researches from world history, including publications of their results on his pages, the foreign scientific business trips of the Ukrainian historians promoted, foremost in socialistic countries, and their participating in international conferences abroad, that begun with 1950th, and considerably activated in 60 – 70th. It assisted wider introduction to scientific turnover of achievements of foreign historiography and original archived sources and new documentary foreign materials.

To the columns of magazine scientific secret services of separate foreign scientists are printed, in particular representatives of historical science of socialistic countries, and also Ukrainian diaspore of Canada. It was printed only for the first time of such practice about 20 articles of well-known historians, and also members of guidance of communist parties of Bulgaria (B. Bolgaranova, D. Krumova), Poland (A. Brozheka, V. Serchik), Czechoslovakia (Y. Grozinchik, V. Slavika). Such bringing in of foreign authors, including from some western states, for the publication of the scientific articles on the pages of the "Ukrainian historical magazine" proceeded in next years.

Interesting themes attracted attention for researches, namely on the pages of edition original scientific secret services appear about the fight of Illyrian tribes against the states of the Balkan peninsula in VII – III of century (O. Malovanyi) from history of the Russian-Hungarian relations in IX and XI of century (G. Magner, J. Sternberg) and international relations of Kyiv Rus and Poland in X of century (O. Golovko), Hungarian national liberation motion at the head with Ferentsem Rakotsi II (Ia. Shternberh)[428].

In accordance with terms and queries of historiography and practical necessities the structural structure of magazine was formed and improved. Divisions and heading the common amount of that exceeded three ten testified to the variety of edition, confirmed his universality.

Next to permanent divisions: the "Articles", "Reports", "Historiography, "For help to the teacher of history" and others like that, the special heading, mostly sanctified to the prominent anniversary dates, special events of current scientific life, was actively used.

In activity practice of edition of thematic numbers became firmly established concerning notable events and phenomena. But if in our time these are really prominent historical dates, then political events to that there was under an obligation to respond every printed organ in the USSR prevailed in the past especially[429].

The second half 1980 again sorted out on itself the lines of previous period. Most noticeable in this time are subjects of "alteration". Swinging majority of soviet scientists estimated politics of party guidance on already withstand standards according to that the new course ratified at official level was given as continuation of matter of Large October socialistic revolution.

The third, determining stage of development of magazine is begun with 1985, when on the April plenum of Central Committee of the Communist Party there was the proclaimed course on alteration. But in historical science, and especially Ukrainian position of that was reflected by publications in the "Ukrainian historical magazine", long time there were not the real changes. It was the appropriate phenomenon, taking into account the high degree of ideological control, that remained unchanging in the first years of alteration. But in course of time communist party guidance of republic realized crisis position and all greater disparity of publications on a historical theme to the of that time necessities of society.

The first real changes began at the end of 1987 In autumn the same year Central Committee of the Communist Party established: "Given out 1986-1987 social and political literature does not mainly

[427] Kapitan, L. I. (1998). *Z istorii "Ukrainskoho istorychnoho zhurnalu" // Ukrainskyi istorychnyi zhurnal*, №1, S. 56. [in Ukrainian].

[428] Vidnianskyi, S. V. (2007). *Retseptsii vsesvitnoi istorii na storinkakh "Ukrainskoho istorychnoho zhurnalu"* // Ukrainskyi istorychnyi zhurnal, №6, s. 171. [in Ukrainian].

[429] Koval, M. V. (1997). Flahman vitchyznianoi istoriohrafii // Ukrainskyi istorychnyi zhurnal, №4, s. 11-19. [in Ukrainian].

yet answer the spirit of changes that take place in party and country, requirements of XXVII of convention of Central Committee of the Communist Party, next plenums of Central Committee of the Communist Party "[430]. On November 12, 1987, soon after proclamation of M. by Gorbachev the speech "October and alteration: revolution lasts", the Ukrainian historians of party conducted round table on a theme "issues of the day of Historical science: alteration, searches".

Also, in 1989-1991 on the peak of public discussion earlier the hidden historical events and discussions round the forbidden themes, the face of magazine changes. in 1990 to the magazine the new heading - "New look is entered to the problem", not "Popular pages of history", 1991 is "Question of home history in foreign researches" under that materials were printed also and from history of Ukraine of the second half of XX of century.

After proclamation of independence of Ukraine and to today's time the new stage began in development and activity of the "Ukrainian historical magazine". At the same time set and positive changes in relation to a thematic orientation and scientific level of research of problems of world history the Ukrainian scientists. One of noticeable modern tendencies the increase of interest of young researchers became, to the questions of history of foreign countries and international relations that during great while was falsified and on beginning of 1990th appeared the deformed numerous "white" and "black" spots.

The new thematic heading – "Problems of the Middle Ages", "Ukraine and Slavic world" appeared in a magazine, "History in persons", "From history of religion and church", "From history of Second world war", "Ukraine and world", "Searches and finds" and some other, in that on the basis of the gradual mastering of the newest methods and methodologies of the advanced study authors the separate questions of world history were illuminated, including such, that before not examined by the Ukrainian historian and editorial board. In general, continue 1991-2007 on the pages of magazine over 180 scientific articles, reports, historiography reviews and reviews, were printed from world history[431].

It follows to mark the row of sound publications with introduction to scientific turnover of new historical sources, including foreign origin, about the Ukrainian and Russian and Polish relations in XVII – XVIII of century of the well-known Ukrainian researchers of cossack twenty-four hours A. Bulvinskoho, V. of Sparrow, O. Hurzhiia, P. Danyliaka, P. Sasa, historiography disserting upon the російські relations of Yu. Mytsyka and O. Udoda and secret service of B. of Hunk about Ukrainian-Polish relations in those twenty-four hours. It follows to mark the row of sound publications with introduction to scientific turnover of new historical sources, including foreign origin, about the Ukrainian and Russian and Polish relations in XVII – XVIII of century of the well-known Ukrainian researchers of cossack life of A. Boulevard, V. Horobtsia, O. Hurzhiia, P. Danyliaka, P. Sasa historiography disserting upon the Ukrainian and Russian relations of Yu. Mytsyka and O. Udoda.

Traditionally there are not out of eyeshot international copulas of Ukraine with other states of the world, in particular, Ukrainian-Turkish (L. Melnyk) and Ukrainian-Swedish (B. Khehhman), relations of times of Pylyp Orlik, Ukrainian-Slovakia cultural and educational copulas in XVIII of century (M. Danysh), international transit through earth of Ukraine of Naddniprianschyna of the first half of XIX of century.

Conclusions. In relation to the reflection of different questions and aspects of modern world development on the pages of the "Ukrainian historical magazine" for years independence, then most attention was spared to them to illumination of the first period of the newest history - from the beginning of the First and to completion of the Second world wars, thus also paid attention and histories of international relations and development of the separate states of the world in an intermilitary period.

On the whole, the "Ukrainian historical magazine" passed a difficult enough way from founding and to becoming among other magazines, in development of that it is possible to distinguish four stages on the draught of that huge work was done, to save historical heritage. A magazine became really

[430] Yefimenko, H. H. (2007). *Rol "Ukrainskoho istorychnoho zhurnalu" u vysvitlenni "bilykh pliam" istorii Ukrainy(1988-1991 rr.)* // Ukrainskyi istorychnyi zhurnal, №6, s. 95. [in Ukrainian].

[431] Vidnianskyi, S. V. (2007). Retseptsii vsesvitnoi istorii na storinkakh "Ukrainskoho istorychnoho zhurnalu" // Ukrainskyi istorychnyi zhurnal, №6, s. 172. [in Ukrainian].

a reference-point not only among experience scientists but also the young generation, by the original standard of quality and confession not only in Ukraine but also on other continents.

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3. Hurzhii, O. & Kapitan, L. (2004). *Na choli redkolehii «Ukrainskoho istorychnoho zhurnalu»* / «Istynu vstanovliuie sud istorii». Zbirnyk na poshanu Fedora Pavlovycha Shevchenka. Tom 2. Naukovi studii. Kyiv: ZAT «VIPOL», 552 s. [in Ukrainian].

4. Hurzhii, O. I. & Donik, O. M. (2007). *"Ukrainskomu istorychnomu zhurnalu"– 50!* // Kalendar znamennykh i pam'iatnykh dat, III kv.(№3), s. 36-41. [in Ukrainian].

5. Laas, N. O& Krupyna, V. O. (2007). *Problemy istorii Ukrainy 1945-1991 rr. na storinkakh "Ukrainskoho istorychnoho zhurnalu"* // Ukrainskyi istorychnyi zhurnal, № 6, s. 142-166. [in Ukrainian].

6. Vidnianskyi, S. V. (2007). *Retseptsii vsesvitnoi istorii na storinkakh "Ukrainskoho istorychnoho zhurnalu"* // Ukrainskyi istorychnyi zhurnal, №6, s. 166-181. [in Ukrainian].

7. Kapitan, L. I. (1998). *Z istorii "Ukrainskoho istorychnoho zhurnalu" // Ukrainskyi istorychnyi zhurnal*, №1, S. 55-61. [in Ukrainian].

8. Koval, M. V. (1997). *Flahman vitchyznianoi istoriohrafii // Ukrainskyi istorychnyi zhurnal*, №4, s. 11-19. [in Ukrainian].

9. Yefimenko, H. H. (2007). *Rol "Ukrainskoho istorychnoho zhurnalu" u vysvitlenni "bilykh pliam" istorii Ukrainy(1988-1991 rr.)* // Ukrainskyi istorychnyi zhurnal, №6, s. 93-119. [in Ukrainian].

3.8 ANALYSIS OF THE ARCHITECTURAL ACCESSIBILITY CREATION FOR PEOPLE WITH LIMITED MOBILITY
(Анализ создания архитектурной доступности для маломобильных групп населения)

Постановка проблемы. В Украине по состоянию на 01.01.2018 согласно статистическим данным всего насчитывается 2635,6 тыс. человек с инвалидностью, из них примерно 16% человек – это граждане трудоспособного возраста. Если добавить к ним мам с малышами или детскими колясками, пожилых людей (в Украине насчитывается 8922 тыс. пенсионеров по возрасту), лиц с временной нетрудоспособностью, то в определенные моменты почти треть населения испытывает острую необходимость в наличии архитектурной доступности[432].

И хотя правительством Украины сегодня принят целый ряд законодательных актов, регламентирующих создание безбарьерного пространства и обеспечение доступности к жилым объектам, общественным и производственным зданиям, транспорту, информации, как показывает практика, большинство застройщиков, проектировщиков, инвесторов, владельцев социально-культурных учреждений формально относится к необходимости учитывать потребности маломобильных групп населения. Несовершенство действующего законодательства, непонимание большинством рядовых граждан важности создания безбарьерной среды для этой категории граждан, отсутствие действенных механизмов влияния на предпринимателей, застройщиков, специалистов органов местного самоуправления, которые формально относятся к созданию беспрепятственного пространства для лиц с ограниченными физическими возможностями – все это привело к тому, что сегодня ситуацию создания безбарьерного пространства можно назвать катастрофической.

Анализ последних исследований и публикаций. Концептуальному пониманию остроты социальной проблемы отсутствия архитектурной доступности для маломобильных групп населения способствовал анализ действующего законодательства, социального положения маломобильных групп населения, социальной защиты лиц с инвалидностью, состояния интеграции людей с ограниченными возможностями в общество в трудах таких авторитетных современных авторов, как Азин В.А., Байда Л.Ю., Грибальский Я.В., Кравченко М.В, Красюкова-Эннс О. В., Нестеренко В. В., Пирог Л. А.

Цель статьи. Проанализировать современное состояние архитектурной доступности для маломобильных групп населения в Украине.

Изложение основного материала исследования. Ключевой ошибкой современного общества является непонимание всей глубины проблемы отсутствия архитектурной доступности. Это связано с тем, что большинство убеждено, будто проблема доступной среды касается исключительно людей с инвалидностью, а потому вопросы приспособления объектов архитектуры к потребностям лиц с ограниченными возможностями их не тревожат. Главная проблема заключается в отсутствии понимания, что доступная среда необходима не только людям с инвалидностью, но и другим маломобильным категориям населения, которые в силу особых причин на данный момент испытывают трудности в свободном передвижении, получении услуг, необходимой информации. Эта категория населения включает маленьких детей, беременных женщин, пожилых людей, людей с нестандартными размерами тела. То есть этот термин охватывает практически треть населения.

Отсутствие архитектурной доступности, прежде всего, нарушает конституционные права маломобильных категорий граждан, не дает возможность чувствовать себя полноценным человеком, что негативно сказывается на качестве их жизни и снижает их социальную активность.

Уровень цивилизованности общества определяется равным отношением к гражданам в независимости от их гендерной или возрастной принадлежности, наличия либо отсутствия физических недостатков или психических отклонений. Именно поэтому сегодня вопрос

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[432] Державна служба статистики України. Соціальний захист населення України//Статистичний збірник. – Київ-2018. [Електронний ресурс]. – Режим доступу: http://www.ukrstat.gov.ua/druk/publicat/kat_u/2018/ zb/07/zb_szn_2017.pdf. – С. 122.

создания безбарьерной среды для маломобильных групп населения довольно актуален и является одним из основных приоритетов государственной политики практически во всех странах.

Обеспечение беспрепятственного доступа в объекты социально-развлекательной сферы, банковские учреждения, школы, больницы и возможности свободного передвижения улицами родного города является существенным фактором преодоления безнадежности и изолированности людей, имеющих особые потребности.

Архитектурная доступность, повышает шансы людей на самореализацию: найти работу, получить образование, участвовать в различных социально-культурных мероприятиях и политической жизни страны, пользоваться услугами и просто вести активный образ жизни, а не чувствовать себя обузой.

В современных условиях становления Украины публичная политика направлена на создание равных условий жизнедеятельности для лиц с инвалидностью и других маломобильных групп населения и доведение состояния объектов архитектуры и инфраструктуры до европейского уровня.

Согласно Европейскому опыту, можно выделить такие критерии доступности, как:

возможность удобного и беспрепятственного передвижения маломобильных граждан учреждениями сферы обслуживания, земельными участками и другими объектами социальной сферы;

свободный доступ в здания, доступность дверных проемов, ширины лестничных проходов;

свободное передвижение коммуникационными маршрутами и внутри зданий;

возможность пользоваться местами для отдыха и сопутствующего обслуживания, залами ожидания и др.[433]

В Украине до недавнего времени понятие «маломобильные группы населения» отсутствовало, и все внимание государственной политики уделялось только потребностям лиц с инвалидностью, причем, в основном, лишь в сфере оказания им социальной помощи. А вопросу архитектурной доступности внимание государства не уделялось вовсе.

В 2019 году правительством приняты новые государственные строительные нормы Украины (ГСН.В.2.2-40: 2018 Инклюзивность зданий и сооружений), в которых впервые дано официальное определение термина «маломобильные группы населения», а именно: маломобильные группы населения – это люди, испытывающие трудности при самостоятельном передвижении, получении услуги, необходимой информации или при ориентировании в пространстве[434].

К этой категории граждан отнесены:

лица, имеющие инвалидность любой нозологии;

беременные женщины – эта категория граждан считается также маломобильною, поскольку состояние будущей матери мешает ей быстро передвигаться, преодолевать высокие бордюры, пороги и другие препятствия, кроме того, вследствие своего состояния она может быть рассеянной;

пенсионеры – среди пожилых людей процент лиц с инвалидностью значительно выше, поскольку в силу своего возраста они предрасположены к различного рода заболеваниям, у них повышен риск получения травмы, кроме того вследствие их преклонного возраста эта категория лиц также ограничена в движениях, иногда им приходится использовать вспомогательные средства передвижения, например, костыли или трость, что ограничивает скорость передвижения;

маленькие дети, маломобильность которых спровоцирована, либо тем, что они еще не могут ходить, либо невозможностью свободно ориентироваться в среде без помощи взрослых.

[433] Архітектурна доступність шкіл: навч.-метод. посіб. / за заг. ред. Байди Л. Ю., Красюкової-Еннс О. В; колек. авторів: Азін В.О., Грибальский Я.В., Байда Л.Ю., Красюкова-Еннс О.В. – К: 2012. – С.88.

[434] Державні будівельні норми/ДБН В.2.2-40:2018 «Будинки і споруди. Інклюзивність будівель і споруд. [Електронний ресурс]. – Режим доступу: http://dreamdim.ua/wp-content/uploads/2019/03/DBN-V2240-2018.pdf?-fbclid=IwAR1JdAz8LzXLoPkZBMBPjGjh0N-tsmogmuXm-x6d4qMQcLaEfbxMWbBdyPA8.

Также к этой категории можно отнести людей с детскими колясками, лиц, сопровождающих маленьких детей, то есть всех тех, кто в силу разного рода причин ограничен в свободном передвижении.

Таким образом, вопрос отсутствия архитектурной доступности – это не только проблема государства или маломобильных групп населения, это социальная проблема.

Поэтому, чтобы жизненное пространство стало действительно доступным, прежде всего, обязанностью государства является создание для маломобильных групп населения возможности вести полноценный и независимый образ жизни. Иначе говоря, публичная политика страны должна быть направлена на разработку нормативных актов и принятие конкретных действий для устранения любых преград, усложняющих или исключающих доступность к объектам жизнедеятельности людей.

Законом Украины «Об основах социальной защищенности лиц с инвалидностью в Украине» от 21.03.1991 № 875-XII установлено, что объекты физического окружения включают: здания и сооружения социальной сферы, объекты благоустройства, дорожно-транспортной инфраструктуры. То есть это школы, больницы, учреждения культуры, аптеки, почтовые отделения и прочее.

Также Законом определено, что органы публичного управления, предприятия, организации (всех форм собственности, независимо от вида деятельности), их представительства, отделения, банковские учреждения и другие финансовые учреждения, физические лица, использующие наемный труд, должны привлекать представителей общественных организаций инвалидов к подготовке решений, касающихся прав, свобод и интересов лиц с ограниченными физическими возможностями.

Кроме того, этот Закон также обязывает предприятия, организации, учреждения создавать условия архитектурной доступности для лиц с инвалидностью к объектам физического окружения, информации, услугам[435].

К сожалению, сегодня в Украине наблюдается отсутствие позитивных сдвигов в общественном сознании в отношении лиц с особыми потребностями, несмотря на передовые законы. Напротив, отмечается рост откровенной недоброжелательности, безразличия, бездушия, иногда даже явных проявлений жестокости и равнодушия. Подобному поведению существенно способствует лозунг «мир принадлежит лишь успешным», который заполонил голубые экраны и средства массовой информации.

Ниже приведены три главных общих признака такой категории населения, как маломобильные группы, для возможности лучшего понимания кто эти люди и проблем, с которыми они сталкиваются в повседневной жизни.

Во-первых, это трудности в передвижении. Функциональные расстройства, в частности, патологии опорно-двигательного аппарата, зрения, слуха, требуют применения вспомогательных средств, что затрудняет передвижение. Болезненное состояние, стрессы, плохое самочувствие приводит к рассеянности человека. Кроме того, беременные женщины, люди с колясками и те, кто сопровождает маленьких детей, также испытывают сложности в передвижении. Еще одной причиной трудностей в свободном передвижении может быть неудобная или новая обувь, высокие каблуки. Отсюда следует, что, хотя бы раз в жизни каждый человек сталкивался с трудностями в передвижении в связи с отсутствием архитектурной доступности.

Во-вторых, это необходимость социальной помощи. Маломобильные группы населения наряду с другими гражданами более уязвимы, ведь трудности, которые они испытывают вследствие своего состояния и недоступной среды часто делают их подневольными, зависимыми от толерантности или помощи окружающих. Именно поэтому, все объекты физического окружения, информация, услуги должны быть доступными для каждого.

В-третьих, это высокий риск дискриминации. Нередко в обществе можно стать свидетелем отсутствия толерантности, сострадания и нетерпимость к лицам с ограниченными физическими

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[435] Про основи соціальної захищеності осіб з інвалідністю в Україні // Закон України від 21.03.1991 № 875-XII. [Електронний ресурс]. – Режим доступу: https://zakon.rada.gov.ua/laws/show/875-12.

возможностями. В основном причинами подобного поведения становится неприспособленность среды жизнедеятельности. Например, нередко можно увидеть раздражение, связанное с тем, что люди с ограниченной физической мобильностью задерживают транспорт или создают другие неудобства, которые при наличии архитектурной доступности, правильной планировке, учитывающей потребности всех пользователей без исключения, отсутствовали бы. Кроме того, дискриминация часто наблюдается и при устройстве на работу, поскольку работодатели отдают предпочтение человеку, который не имеет физических недостатков и не является пенсионером.

Неудачно спроектированные, сконструированные или оборудованные помещения часто создают неудобства и препятствия для определенных групп населения, что делает их маломобильными.

Таким образом, проанализировав научную литературу и нормативно-правовые акты, мы выяснили, что маломобильная группа населения – это лица, которые сталкиваются ежедневно с трудностями при самостоятельном движения, получении услуги, информации при ориентировании в среде. К этой категории граждан отнесены помимо, лиц с инвалидностью, также люди с временными нарушениями здоровья, беременные женщины, маленькие дети и лица, сопровождающие их, лица преклонного возраста, люди с чемоданами в руках или грузчики, люди с детскими колясками и тому подобное.

Поэтому, бесспорным становится тот факт, что в современных условиях, первоочередной задачей государства должно стать привлечение внимания социума к проблемам маломобильных групп населения, и незамедлительное осуществление дополнительных мероприятий, которые будут направлены на поддержку указанной категории граждан. Ведь, создания «безбарьерного пространства» – это общественное благо, которое тесно связано с экономическим развитием и социальным благополучием государства в целом.

Важнейшим условием развития интегрированного социума является равенство доступа. Обустройство зданий, концепция безбарьерной окружающей среды, доступность продукции, услуг, электронного оборудования и систем коммуникации имеет существенное значение для облегчения жизнедеятельности маломобильных граждан и является залогом их активного участия в социально-политической жизни государства. Архитектурная доступность способствует самостоятельности людей с ограниченными возможностями во всех аспектах жизнедеятельности.

На пути к интеграции в европейское и мировое сообщество Украина ратифицировала ряд международных правовых нормативов, которые оказали существенное влияние на формирование государственной политики и практических действий в отношении обеспечения равных возможностей и перспектив для всех граждан, внедрение принципов доступности в различных сферах жизнедеятельности маломобильных[436].

Первым международным правовым актом, который обязал государственные институции стран реализовать внедрение положений о доступности для обеспечения самостоятельного образа жизни людей с инвалидностью, возможности вести активную жизнедеятельность, полноценно участвовать в общественной, политической и других сферах, стала Конвенция ООН о правах лиц с инвалидностью.

Однако одной ратификации положений Конвенции недостаточно для обеспечения соблюдения всех прав человека в отношении маломобильных групп населения, гарантированных Конституцией Украины. Государству сегодня необходимо выработать эффективные стратегические планы, программы и стратегии, которые дадут возможность реализовать на практике ее положения.

К сожалению, и по сей день значительная часть сооружений, зданий и объектов остается неприспособленной к потребностям маломобильных групп населения. В Украине человек с ограниченными возможностями полноценно передвигаться за пределами собственного жилища практически не в состоянии. Архитектурная недоступность большинства объектов физического окружения исключает людей с ограниченными возможностями из общественно-политической

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[436] Сфера обслуговування для всіх: Навчальний курс / за заг. ред. В.Азін, Л.Байда, Я.Грибальскій, О.Красюкова-Енс, Ю.Найда, К.: 2011. – С.75.

жизни страны. Такие люди не имеют возможности получать образование наравне с другими гражданами, что также ограничивает их активную жизнедеятельность.

Это обусловлено, прежде всего, тем, что положения законодательства, строительные нормы, стандарты определяют лишь определенный комплекс норм, который регламентирует принципы создания безбарьерной среды для лиц с инвалидностью. Кроме того, они касаются только капитального ремонта, нового строительства и реконструкции.

Изолирование маломобильных категорий населения от сферы обслуживания, инфраструктуры, ограничение их социального взаимодействия и участия в общественной жизни является фактором, который унижает их достоинство, снижает их социальный, образовательный, экономический потенциал и приводит к ухудшению их положения.

Именно поэтому обеспечение беспрепятственного доступа и возможности свободного перемещения средой, различными учреждениями и предприятиями общественного назначения является ключевым фактором преодоления бедности, беспомощности, одиночества и изолированности людей с инвалидностью и других маломобильных лиц.

Таким образом, архитектурная доступность, так же, как и доступность в других отраслях, повышает возможности трудоустройства, получения образования, качественного медицинского обслуживания, пользования услугами. Архитектурная доступность – это шанс участвовать в различных социальных и культурно-оздоровительных мероприятиях, и таким образом, быть активными участниками политической и социально-экономической жизни общества.

Главной целью создания доступного архитектурного пространства является создание открытого общества для всех.

Анализ ситуации в Украине с обеспечением архитектурной доступности показал, что сегодня в государстве в целом усматривается тенденция формального подхода к созданию архитектурной доступности для маломобильных групп населения. Об этом свидетельствует, во-первых, обустройство входов в учреждения, предприятия, организации, магазины, аптеки и т. д. кнопками вызова персонала, которые не являются средством обеспечения доступности. Более того, кнопка вызова персонала – это прямое нарушение прав маломобильных граждан, поскольку приводит к их зависимости от посторонней помощи, что унижает их достоинство.

Во-вторых, часто наблюдается обустройство пандусов узких, слишком крутых, скользких, без наличия поручней с обеих сторон, что делает конструкцию не функциональной. Это можно охарактеризовать, как создание номинальных условий доступности. Однако фактически является нарушением государственных строительных норм.

В-третьих, наличие пандуса еще не свидетельствует о доступности объекта, поскольку главным аспектом создания архитектурной доступности является комплексность, которая включает систему действий и мероприятий, обеспечивающих доступность не только для людей, имеющих патологию опорно-двигательного аппарата, но и для лиц с инвалидностью различной нозологии (расстройства зрения, слуха) и других маломобильных лиц.

В-четвертых, сам факт возможности попасть в здание не делает его действительно доступным, если внутри не обеспечены условия для свободного перемещения маломобильных граждан (отсутствие порогов, ширина дверных проемов и открытых проемов в стене, соответствующая действующим строительным нормам).

Таким образом, вышеприведенное свидетельствует, что люди с особыми потребностями нередко изолированы от общества и является объектом различных видов дискриминации. При наличии тотальных ограничений общественной архитектуры большинство лиц с инвалидностью не имеет полноценного доступа к объектам физического окружения, не могут воспользоваться своим правом на труд, вести активную жизнедеятельность и быть полноценными членами общества.

Также формальный подход к приспособлению среды к потребностям маломобильных групп населения наблюдается и со стороны проектантов, строительных организаций, подрядчиков.

Согласно статье 31 Закона Украины «О регулировании градостроительной деятельности» от 17.02.2011 № 3038-VI проекты строительства, которые по классу ответственности относятся

к сооружениям со средними и значительными последствиями, подлежат обязательной экспертизе в части соблюдения нормативов и стандартов по вопросам создания безбарьерной среды для маломобильных групп населения. Также экспертиза может проводиться по решению заказчика.

Цель проведения экспертизы проектов строительства заключается в определении качества проектных решений посредством выявления отклонений от требований к надежности, прочности и долговечности сооружений, их инженерного обеспечения и эксплуатационной безопасности, что включает вопросы обеспечения архитектурной доступности, эпидемиологического и санитарного благополучия населения, экологии, энергосбережения, охраны труда, пожарной, ядерной, техногенной, радиационной безопасности, сметной стоимости строительства[437].

До 1 апреля 2019 года при проектировании объектов нормы архитектурной доступности предусматривались ГСН.2.2-17:2006 «Здания и сооружения. Доступность зданий и сооружений для маломобильных групп населения». Требования этих государственных строительных норм распространялись на проектирование новых объектов и реконструкцию существующих жилых и общественных зданий.

При капитальном ремонте зданий мероприятия по обеспечению доступности определялись в задании на проектирование (документ, в котором заказчик предъявляет обоснованные требования по технологическим, планировочным, инженерно-архитектурным решениям согласно объектам строительства, его стоимости, основных параметров, организации его строительства).

Проведенный анализ за 2018 год проектов на реконструкцию или капитальный ремонт школ, дошкольных учебных заведений, офисных помещений, амбулаторий, капитальный ремонт тротуаров и дорог показал, что основными недостатками и отклонениями от строительных норм при проектировании были:

отсутствие пандусов, или нарушения наклонов внешних пандусов при входе в здания;

нарушение ширины пандусов;

отсутствие ограждения и перил на лестницах и пандусах;

отсутствие универсальных кабин в санузлах.

При разработке генеральных планов рабочих проектов основными недостатками и отклонениями от государственных норм были:

нарушения в наличии парковочных мест для транспорта лиц с инвалидностью;

нарушение ширины пешеходных путей;

отсутствие навесов на входных площадках зданий и водоотводов как с поверхности площадки, так и с покрытия навеса;

нарушения при проектировании входной двери.

Анализ проектов на новое строительство и реконструкцию объектов выявил нарушения действующих норм при проектировании доступности на верхние этажи домов, а именно:

отсутствие лифтов, или несоответствие размеров кабин лифтов нормам;

отсутствие вертикальных и наклонных подъемных платформ.

Введение в действие ГСН В. 2. 2-40: 2018 «Здания и сооружения. Инклюзивность зданий и сооружений. Основные положения» регламентировало обязательность при проектировании новых, реставрации, реконструкции, капитальном ремонте, техническом перевооружении существующих сооружений и жилых домов осуществлять мероприятия по созданию архитектурной доступности и разумного приспособления объектов с учетом потребностей маломобильных категорий населения[438].

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[437] Про регулювання містобудівної діяльності // Закон України від 17.02.2011 № 3038-VI [Електронний ресурс]. – Режим доступу: https://zakon.rada.gov.ua/laws/show/3038-17.

[438] Державні будівельні норми/ДБН В.2.2-40:2018 «Будинки і споруди. Інклюзивність будівель і споруд. [Електронний ресурс]. – Режим доступу: http://dreamdim.ua/wp-content/uploads/2019/03/DBN-V2240-2018.pdf?-fbclid=IwAR1JdAz8LzXLoPkZBMBPjGjh0N-tsmogmuXm-x6d4qMQcLaEfbxMWbBdyPA8

Требования этих норм являются обязательными для выполнения всеми юридическими и физическими лицами на территории Украины (кроме строительства индивидуальных жилых домов).

Выводы. Таким образом, следует сделать вывод, что архитектурная доступность объектов физического окружения не заключается в исключительно наличии пандуса. Она включает, по меньшей мере, четыре обязательные нормы, а именно: качественную прилегающую территорию (поскольку даже если пандус выполнен в соответствии с положениями строительных норм, то нередко добраться до него очень сложно вследствие наличия ям, неровностей асфальтового покрытия и т. п), пандус, построенный в соответствии с нормами, входы в здания согласно нормативной ширине проема дверей и высоту порогов, а также доступность внутренних элементов помещения.

Из выше приведенного, можно заключить, что, несмотря, на ряд конкретных усилий со стороны органов публичного управления, стереотипы в отношении к лицам с инвалидностью в нашем обществе совсем мало изменились. К сожалению, принципы равных прав и идея предоставления равных возможностей маломобильным категориям граждан еще не стали общепризнанными. Кроме того, также практически не изменилось и отношение к проблемам людей с особыми потребностями специалистов органов местного самоуправления и местной исполнительной власти, продавцов магазинов, работников отделов связи, владельцев объектов развлекательной сферы, руководителей учреждений социальной сферы, которым нередко не хватает терпимости, желания что-то изменить, элементарных знаний, современных подходов к созданию инклюзивной среды. Все это замедляет процесс интеграции лиц с ограниченными физическими возможностями в общество.

Таким образом, ключ к архитектурной доступности, прежде всего, заключается в понимании проблем маломобильных групп населения. Нельзя подходить к созданию архитектурной доступности формально, как к элементу, который можно «пристроить» после завершения реконструкции или строительства.

Необходимо решать вопрос комплексно, учитывая особенности людей с ограниченными физическими возможностями, сенсорными и когнитивными нарушениями, еще на этапе проектирования. Не менее важным является и изменение ментальности тех лиц, от которых зависит вопрос создания безбарьерного пространства для маломобильных категорий граждан. Для реализации этого необходимо повышать профессиональную компетентность специалистов на местах, формировать у управленцев и рядовых граждан толерантное отношение к людям с ограниченными физическими возможностями, привлекать внимание общества к проблемам маломобильных лиц с помощью общественных акций, повышать сознательность и информированность сограждан, а также ужесточать ответственность за невыполнение законодательства и нарушение конституционных прав маломобильных групп населения. Ведь, прежде всего, особенность создания архитектурной доступности для маломобильных групп населения зависит от наличия действенного контроля. Пока социум не достиг высокого уровня общественного сознания, толерантности и понимания, что каждый человек достоин уважения и должен иметь равные права, проводить политику по созданию архитектурной доступности следует жесткими методами, основанными на контроле, штрафных санкциях и осуждении общественностью.

Также необходимо усовершенствовать сотрудничество государства и общественных организаций людей с инвалидностью, в частности оно должно отображаться в законе «О государственном бюджете», в других ключевых законах и решениях правительства, министерств, местных органов власти. Важно содействовать общественным организациям лиц с инвалидностью в осуществлении мониторинга реализации государственной политики в части соблюдения прав людей с ограниченными физическими возможностями. Необходимо создать условия для изменения негативных стереотипов и отношения к людям, которые чем-то отличаются от основной массы населения, в украинском обществе на основе достижения социальной солидарности и социальной справедливости, способствовать утверждению общего принципа: «Смотри на меня как на равного».

Помимо того, ключевым условием формирования у общества уважения к правам и свободам человека и гражданственности является развитие активной гражданской позиции у каждого члена социума, что заключается в осознанном участии каждого жителя в общественной жизни. Гражданская позиция формируется исключительно под воздействием условий, в которых произрастает человек и созревает его личность, и реализуется в социальной деятельности через социальную активность. Отсутствие доступной архитектурной среды практически 30% граждан лишает возможности самореализоваться и занять активную гражданскую позицию в обществе.

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3.9 DEMO-ECONOMIC SITUATION IN SOUTHERN UKRAINE IN SOCIOLOGICAL SURVEY OF REGIONAL RESIDENTS ON THEIR WELL-BEING ASSESSMENT

Formulation of the problem and its relevance. Mass surveys, including monitoring, conducted recently by leading domestic sociological institutions, indicate a significant level of economic ill-being among the Ukrainian population, which is reflected in their critical attitude to their standard of living, financial well-being of their families, fear of further increase in prices and utility rates as well as fear of "sudden impoverishment" due to probable force majeure in the family or in the state.

Thus, according to the January 2017 sampling survey of 10.6 million Ukrainian households (including those with employed people and not only disabled), only 7% said that their income was sufficient for both current consumption and savings. On the other hand, half of the household income was only enough for current consumption; 40% of the respondents indicated that they were constantly giving up everything but the most necessary expenses, and 69% classified themselves as poor; finally, none of the respondents described themselves as rich[439].

Leading sociologists of Ukraine (in particular, M. O. Shulga in the book "The failure of the social matrix", published recently by the Institute of Sociology of the NAS of Ukraine), qualify the state of consciousness, generated by the unfavorable economic condition and the resulting sense of self-restraint, as a crisis. They say that "the social consciousness is riddled with anxiety, worry, hopelessness, dissatisfaction and that the moods of pessimism, hopelessness are associated with the collapse of hopes, beliefs, ideas, and plans are typical".

Earlier, I. M. Popova had similarly defined crisis consciousness as "characterized by such signs as anxiety, worry, fear, and anomie, uncertainty about tomorrow, a pessimistic perception of reality, explicit and implicit"[440].

These moods are the basis for not only dissatisfaction with one's own life and state of affairs in the country as a whole, but also plans to foreign migration sentiments and practices abroad. Ukraine has recently experienced the times of a real surge of "work" and full-fledged emigration. Moreover, young generation of Ukrainians are increasingly involved into the so-called "educational migration", focused on the admission and study in foreign universities, and, again, with the prospects for building life outside their homeland.

According to experts, in particular the director of the Ptukha Institute of Demography and Social Research of the NAS of Ukraine E. M. Libanov, the main factort of external migration in the modern world is resettlement because of economic reasons. "The main role is played by the quality of life ratio in countries (regions, settlements) of origin (residence) and countries (regions, settlements) of destination, resulting in the fact that "mass migration flows always moving from a country (region, settlement) with a lower quality of life to where the quality of life is higher". As for Ukrainians, they "seek not only higher earnings (although this is the most important factor), but also a peaceful, stable life in places with safe environment, affordable medicine, good roads and transport, clean streets and yards"[441].

This fact is emphasized in the National report "Ukrainian society: the migration dimension" of Ptukha Institute of Demography and Social Research of the NAS of Ukraine, developed under supervision of E. M. Libanova, where it is noted that "realized and to a certain extent potential emigration directions are the most complete and accurate reflection of the following moods:

• low assessment of their own life and current situation in the country in the absence of belief in rapid changes that will lead to the desired results (53.5% of those who are planning to leave Ukraine are convinced that there will be no improvement and only 16.0% believe that everything will work out); poor prospects for themselves, family and offspring in Ukraine;

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[439] Dobrova T. H. (2018). Bidnist pratsyuyuchoho naselennya yak indykator sotsialno-ekonomichnoho stanu suspilstva. Ekonomika ta suspilstvo, p. 689.

[440] Shulha M. (2018). Zbiy sotsialnoyi matrytsi. Kyiv : Instytut sotsiolohiyi NAN Ukrayiny, p.204, 215.

[441] Ukrayinsʹke suspilʹstvo: mihratsiynyy vymir : [natsionalʹna dopovidʹ] (2018) / Instytut demohrafiyi ta sotsialʹnykh doslidzhenʹ im. M. V. Ptukhy NAN Ukrayiny. p.9.

● persistent belief in a higher quality of life in other countries / regions and confidence in the demand for labor (or vocational education) for migrants in destination countries;

● confidence in their ability to integrate into a new society (find work, shelter, learn the language, adapt to lifestyles, etc.), in particular via inter-territorial relations and experience of family, neighborhood and community migration;

● spread of the guidelines for emigration in society (living, labor, educational) and formation of a peculiar fashion for emigration, especially among the educated population;

● the transformation of migration in the imagination of a large part of Ukrainians to an effective social elevator allowing a significant raise of material and social status[442].

Thus, the very idea of leaving is provoked by people's life discomfort, life disorder; thoughts about emigration become "a psychological reaction to the hopelessness, the loss of life prospects"[443].

The prevalence of migration sentiments among Ukrainians is evidenced by data from monitoring surveys conducted by the Institute of Sociology of the NAS of Ukraine. In 2014, 15% of the surveyed residents of Ukraine seriously considered emigration, and more than 21% did it in 2016; plans to go abroad for temporary employment were built by 7% in 2014 and 11% in 2016, while the number of those who had work experience abroad increased from 17% to 20% in these two years. As the leading reason for their employment emigration, 84% of the surveyed workers noted a low level of wages in Ukraine: the average monthly wages of one labor migrant (at the time of the survey) was $ 722, which was 3.5 times higher than the average salary in Ukraine which was $ 203[444].

According to another survey conducted by the poll group "Rating", 27% of respondents wanted to leave Ukraine, and most of them were Ukrainians aged from 18 to 25 years (52%), with higher education (34%), with average well-being (36%), and 22% with low well-being responded that they wanted to live abroad.[445]

All these indicators prove the relevance and urgency of the outlined problems for modern Ukraine, symptomatic, among other things, of negative mental shifts in the mass consciousness of Ukrainians. The prevalence of pessimistic and "suitcase" moods, especially in the youth environment and among educated people of work age is a challenge that hinders Ukraine's course on a modern European-style society.

We also consider that tracking the dynamics of the relevant sentiments at the level of local administrative units and geographical regions, in particular, fixing the feelings of demo-economic security / danger of local residents and their projection on the nearest future of residents is important scientific and practical task, taking into account the regional differences of modern Ukraine.

A review of recent research and publications. Over the last decades, monitoring studies of the standard of living and migration activity of the Ukrainian population have been carried out under the auspices of such powerful scientific institutions of Ukraine as the Institute of Sociology of the NAS of Ukraine, Ptukha Institute of Demography and Social Research of the NAS of Ukraine, Kyiv International Institute of Sociology, etc., whose staff regularly present the significant results of relevant surveys and other studies to the scientists and common people.

E. Libanova, L. Cherenko, O. Makarova, O. Paliy, Yu. Sayenko, V. Butkaliuk and others are the scientists who study the problems of well-being and poverty of the Ukrainian households within the frame of economic situation in families and in the country.

Migration activity and migration attitudes / intentions of Ukrainians are the subject of scientific research of E. Libanova, I. Pribitkova, O. Malinovskaya, O. Poznyak, D. Melnychuk and others.

Instead, much less research is being done on regional empirical material, and therefore, the presented scientific development is relevant both scientifically and practically.

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[442] Ukrayins′ke suspil′stvo: mihratsiynyy vymir: [natsional′na dopovid′] (2018) / Instytut demohrafiyi ta sotsial′nykh doslidzhen′ im. M. V. Ptukhy NAN Ukrayiny. p.10.

[443] Shul'ga N. A. (2011). Dreyf na obochinu. Dvadtsat' let obshchestvennykh izmeneniy v Ukraine. p.378.

[444] Dobrova T. H. (2018). Bidnist pratsyuyuchoho naselennya yak indykator sotsialno-ekonomichnoho stanu suspilstva. Ekonomika ta suspilstvo, p.691-692.

[445] Poyikhaty chy zalyshytysya: skilky ukrayintsiv khochut zhyty za kordonom.

The purpose of this scientific study is to present the results of a questionnaire survey of residents of three regional centers of Southern Ukraine (Odessa, Mykolaiv and Kherson) showing the assessment of the respondents' level of their economic well-being, economic status / prospects of Ukraine on the one hand, and emigration respondents (considerations of probable departure from Ukraine to a permanent place of residence), from the other hand.

Research material and discussion. The questionnaire survey was conducted by the staff of the Sociology Department of Petro Mohyla Black Sea National University and Mykolaiv Center for Sociological Research in cooperation with the sociological community of Odessa and Kherson in the autumn of 2018 within the framework of the scientific project "Effective Functioning and Development of the Regional Socio-cultural Environment in the Context of Decentralization as a Pledge of the National Security of Ukraine" (scientific manager of the project is Doctor of Pedagogical Sciences, Professor, Head of Sociology Department, Petro Mohyla Black Sea National University I. A. Meizhis).

The survey respondents were residents of regional centers of Southern Ukraine (N = 801: Odessa – 425 people, Mykolaiv – 218 people, Kherson – 158 people; the sample represents the adult population of these cities by socio-demographic characteristics and by place of residence; error is not more than 3.5%).

The results of the survey indicated the following: inhabitants of regional centers of the Southern region critically evaluated the economic situation and financial capabilities of their households, showed restrained optimism (on the principle of "no worse off") about their own life prospects for the coming year, and extremely negatively evaluated the overall socio-economic situation in Ukraine the development of this situation in the country ("things are moving in the wrong direction").

Thus, almost a third of respondents in total rated their family economic situation as "bad" and "very bad", and more than half of the respondents rated it as "satisfactory"; while positive assessment was just over 15%. In the age ratio, the most critical was the assessment of the older age respondents (50-59 years and more than 60): here the total negative ratings of "bad" and "very bad" fluctuated around the mark of 40%, with the category "very bad" estimating 8% of respondents over the age of 60; good assessment showed a downward trend in age – from 24.8% of respondents aged 18-29 to 4.3% in the 60+ age group; finally, none of the most senior age group (60+) respondents rated their family economic status as "very good".

The general distribution of answers illustrating the respondents' assessment of the economic status of their families by age distribution is presented in Table 1.

Table 1

Respondents' assessment of economic status of their families, age distribution

Respondents age	What is your assessment of your family (household) economic status?				
	very bad	bad	Satisfactory	good	very good
18-29	3.4 %	14.1 %	57 %	24.8 %	0.7 %
30-39	2.3 %	18.7 %	57.9 %	18.1 %	2.9 %
40-49	3.8 %	29.9 %	52.9 %	12.7 %	0.6 %
50-59	2.9 %	36.5 %	46 %	17.7 %	2.9 %
60+	8 %	36.9 %	50.8 %	4.3 %	0
Total	4.2 %	27.3 %	53.1 %	14 %	1.4 %

The most critically assessed was the economic status of Kherson families, where the smallest number of respondents (8.3%) rated their economic status as "good", compared with the other two cities, while the largest number chose "bad" (32.5%) and "satisfactory" (58.6%).

The general distribution of answers illustrating the respondents' assessment of their families' economic status, by region on the whole and individually by its three cities is presented in Table 2.

Table 2
Respondents' assessment of their families' economic status, region and city distribution

	Mykolaiv	Odessa	Kherson	Average indices in the region
very bad	3.3 %	6 %	0.6 %	4.2 %
bad	27.7 %	25.3 %	32.5 %	27.3 %
satisfactory	56.3 %	49.4 %	58.6 %	53.1 %
good	12.2 %	16.9 %	8.3 %	14 %
very good	1.9 %	3.7 %	2.5 %	1.4 %

Similar pattern is also found when analyzing the answers of the respondents, which illustrate the financial potential of their families in terms of spending money on purchasing goods and saving money.

Here, the largest number of respondents (42.1%) chose the answer "We have enough money for food, but it is difficult to buy clothes", but 13.6% were even more categorical "We have enough money for food". Only a third (33.6%) of the respondents chose the average variant "We have enough money for food, clothes, and we can save some money" but another 9.2% said they could afford to buy some valuable items, and only 1.5% said they could afford to spend some expenses (the answer to the question is "We can afford whatever we want").

The age distribution of respondents' answers to this question reveals the following situation. More than half (55.7%) of the respondents in the age group of 18-29 years, chose the answer "We have enough money for food, clothes and we can save some money". All other age categories preferred the position "We have enough money but it is difficult to buy clothes", but with the following dynamics: 38% of respondents in the age group 30-39 years, 45.2% in the age group 40-49, almost half of the respondents (51.8% and 49.2%, respectively) in the age groups of 50-59 years and 60+. Moreover, the last-mentioned had significant number of choosing the statement "We have enough money for food" (16.1 and 30%), and no respondent in age group 60+ chose the option "We can afford everything what we want" which is a clear testimony to the poverty of the older generations in the region.

The overall distribution of answers illustrating respondents' assessment of their families' financial capabilities in age distribution is presented in Table 3.

Table 3
Respondents' assessment of financial capabilities, age distribution

Respondents age	Which of the statements better describes your financial state of your family?				
	We can afford everything what we want	We can afford buying some valuable things	We have enough money for food, clothes and we can save some money и	We have enough money, but it is difficult to buy clothes	We have enough money for food
18-29	2.7 %	12.1 %	55.7 %	25,5 %	4 %
30-39	2.9 %	12.3 %	41.5 %	38 %	5.3 %
40-49	0.6 %	11.5 %	33.1 %	45.2 %	9.6 %
50-59	1.5 %	6.6 %	24.1 %	51.8 %	16.1 %
60+	0	4.3 %	16 %	49.2 %	30.5 %
Total	1.5 %	9.2 %	33.6 %	42.1 %	13.6 %

Speaking about cities, the most critical assessment was observed in Kherson residents like in the previous question. The overwhelming majority (80.9%) of the respondents indicated that the statements showing the limited ability of family expenses.

Table 4 shows the general distribution of answers illustrating the respondents' assessments of their families' financial capabilities for spending money, abilities for buying and saving, in the region on the whole and in three cities where we conducted the survey.

Table 4

Residents' assessment of financial capabilities of their families, region and city distribution

	Mykolaiv	Odessa	Kherson	Average indices in the region
We can afford whatever we want	1.4 %	1.9 %	0.6 %	1.5 %
We can afford buying some valuable things	11.3 %	9 %	7 %	9.2 %
We have enough money for food, clothes and we can save a little	40.4 %	38.3 %	11.5 %	33.6 %
We have enough money for food, but it is difficult for us to buy clothes	40.4 %	37.4 %	57.3 %	42.1 %
We have enough money for food	6.6 %	13.5 %	23.6 %	13.6 %

The results of the survey here allow us to evaluate the state of affairs in the terminology of the scientific discourse of poverty: "subjective poverty", "relative poverty" and "deprivation" (restriction or complete deprivation).

Since the end of the XIX century there exists the world standard for assessing the standard of living of the population where those families (households) who spend 60% (and more) of their cumulative monthly income on "basic needs" which include food, housing and utilities, travel, clothing, are considered to be poor. Traditional for the XX century the concept of "relative poverty" is based on the basic statement that poverty is "the inability to sustain a society-specific lifestyle over a given period of time due to lack of resources". Thus, a person considers oneself (or others) poor if he/she is unable to meet the average standards of living characteristic of a given society with its appropriate level of development. Finally, within the most modern "deprivation" concept, "poverty is estimated not on the resources available to one or another family, but on living conditions based on the list of goods deprived of the poor". According to T. Chernenko, an expert at the National Institute for Strategic Studies, the factors that separate the truly poor from the more affluent should now be considered access to healthy lifestyles, quality nutrition, high-quality (not state-guaranteed free) health care, quality education, normal living conditions, as well as access to work that is appropriate for a person's educational qualifications[446].

In this context, the results of the presented survey (as well as the above-mentioned national polls), where more than half of the respondents (55.7%) confessed that their cumulative family income allowed to make only these most necessary expenses, and to make some savings only 33.6% were very indicative.

In terms of predicting respondents' prospects for their family's life for the coming year, the survey results indicated the combined advantage of the two conditionally optimistic scenarios, "Somewhat Better" (28.3%) and "Remain the Same as Now" (44.9%), which in the result was just over 2/3 of the respondents' answers. Although it can be seen that "outspoken optimists" (those who chose "Much better" and "Somewhat better") are only 22.2%, compared with 38.2% "outspoken pessimists" (those who chose "Much worse "and" Somewhat worse").

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[446] Bidnist v Ukrayini – vid 2 % do 65 %.

In the age distribution, we observed that in all age categories the average variant of the forecast "the same as now" prevailed, ranging from 38.5 to 45.6%; a more optimistic vision occurred in young people ("Much Better" and "Somewhat Better" variants had approximately 20% each) and middle-aged respondents, where optimistic moods were most prevalent (almost 30%). On the other hand, more pessimistic attitudes were characteristic of the respondents of the two older age groups, where the variants of "Somewhat worse" and "Much worse" gained a total of 40.1 and 46%, respectively.

An overall distribution of answers illustrating respondents' predictions of their family's life prospects for the coming year by age distribution is presented in Table 5.

Table 5

Predicting respondents' perspectives of family life for the coming year, age distribution

Respondents age	Speaking about Ukraine on the whole, will the life become better in a year?				
	Much better	A bit better	The same as now	A bit worse	Much worse
18-29	3.4 %	20.1 %	45.6 %	22.1 %	8.7 %
30-39	2.3 %	18.1 %	44.4 %	24 %	11.1 %
40-49	5.1 %	24.2 %	33.1 %	23.6 %	14 %
50-59	5.1 %	19 %	35.8 %	25.5 %	14.6 %
60+	2.1 %	13.4 %	38.5 %	31 %	15 %
Total	3.5 %	18.7%	39.6 %	25.5 %	12.7 %

In assessments of life prospects for individual cities, we observed differences where residents of Kherson showed much more pessimistic moods than in the whole region, and residents of more well-to-do Odessa were mostly optimistic.

The overall distribution of responses illustrating respondents 'assessment of their family's life prospects for the coming year, by region on the whole and by its three individual cities is presented in Table 6.

Table 6

Predicting respondents' perspectives of family life for the coming year, region and city distribution

	Mykolaiv	Odessa	Kherson	Average indices in the region
will be much better	5.6 %	11.4 %	2.5 %	8.1 %
will be a bit better	27.2 %	29.9 %	25.5 %	28.3 %
will be the same as now	54 %	46.6 %	28 %	44.9 %
will be a bit worse	12.7 %	9.7 %	30.6 %	14.6 %
will be much worse	0.5 %	2.3 %	13.4 %	4 %

The respondents' assessment of the general economic situation of Ukraine, as well as the prospects for its change in the next year, as well as the general nature (direction) of the state of affairs development in the country are much more pessimistic.

Thus, the results of the survey showed that in terms of respondents' assessment of the current economic situation in Ukraine, the negative variants "Bad" and "Very bad" (82.1% by region) were significantly cumulative, while only 3.5% shared positive assessments; respondents with positive and neutral assessments did not gain even 20%.

Age distribution indicated that there were no significant differences in the estimates of economic status in different age groups of respondents; even young respondents of the first two age groups gave negative perspectives which got about 2/3 of all answers.

The overall age distribution of respondents' assessment of current economic status of Ukraine is presented in Table 7.

Respondents' assessment of economic status of Ukraine, age distribution

Respondents age	What is your assessment of the economic situation in Ukraine?				
	very bad	bad	satisfactory	good	very good
18-29	29.5 %	48.3 %	17.4 %	3.4 %	1.3 %
30-39	37.5 %	44.4 %	14 %	5.3 %	0.6 %
40-49	42 %	39.5 %	15.9 %	2.5 %	0
50-59	38.7 %	44.5 %	13.9 %	2.2 %	0.7 %
60+	46.5 %	40.6 %	11.2 %	1.6 %	0
Total	38.8 %	43.3 %	14.4 %	3.0 %	0.5 %

Speaking about individual cities, the most negative assessment was given by Kherson (89.2%) and Mykolaiv (86.4%), despite the fact that the option of assessing the economic status as "Good" did not exceed 2.5%, and the option "Very Good" was not chosen at all by any respondents from Kherson or from Mykolaiv.

The overall distribution of respondents' assessment of Ukraine's economic status by individual cities and by region on the whole is presented in Table 8.

The respondents' assessment of economic status of Ukraine, region and city distribution

	Mykolaiv	Odessa	Kherson	Average indices in the region
Very bad	36.2 %	42.9 %	31.2 %	38.8 %
Bad	50.2 %	34.6 %	58 %	43.3 %
Satisfactory	11.7 %	17.9 %	8.3 %	14.4 %
Good	1.9 %	3.7 %	2.5 %	3.0 %
Very good	0 %	0.9 %	0 %	0.5 %

In terms of predicting respondents' nearest prospects for life in Ukraine and, consequently, its economic status, cautious optimism was fixed here, as was the case with the prospects of life of one's family for the coming year. That is, the largest percentage of respondents' answers came from the option "Remain the same as it is now" (39.6% by region). However, the negative forecasts actually exceeded the positive ones – it was 38.2 versus 22.2%.

The results of age distribution of radical differences in the assessment of different age categories respondents were not recorded. However, in the 60+ age category, the proportion of pessimists ("It will be slightly worse" and "It will be much worse") is higher, 5-15% different from others.

The corresponding overall age distribution of respondents' assessment of life in Ukraine for the coming year in terms of improvement / deterioration is presented in Table 9.

The residents of Kherson are more pessimistic than in the previous question. Thus, more than 43% of Kherson residents voted for "Somewhat worse" and "Much worse" variants against 35.7% of Odessa residents and 39.4% of Mykolaiv residents. The variants of "Somewhat better" and "Much better" in Odessa and Mykolaiv collectively gained 26.4 and 30%, respectively against 21.6% in Kherson.

A relatively large proportion of respondents from Odessa and Mykolaiv expressed their hope that life in Ukraine would not change the following year (the answer "remain the same as it is now"), which can be interpreted as cautious optimism on the principle of "no worse" (at least, so far): this variant

collected more than the cumulative positive and negative forecasts from the residents of these cities, but in Kherson this conditionally optimistic forecast received less than the cumulative negative 35.7 against 43.3%.

Respondents' assessment of prospects of life in Ukraine for the coming year, age distribution

Respondents age	Speaking about Ukraine on the whole, will life be better or worse than now?				
	will be much better	will be a bit better	will be the same as now	will be a bit worse	will be much worse
18-29	3.4 %	20.1 %	45.6 %	22.1 %	8.7 %
30-39	2.3 %	18.1 %	44.4 %	24 %	11.1 %
40-49	5.1 %	24.2 %	33.1 %	23.6 %	14 %
50-59	5.1 %	19 %	35.8 %	25.5 %	14.6 %
60+	2.1 %	13.4 %	38.5 %	31 %	15 %
Total	3.5 %	18.7 %	39.6 %	25.5 %	12.7 %

The overall distribution of respondents' assessments of prospects for Ukrainian economic situation, by city and by region on the whole, is presented in Table 10.

**Respondents' assessment of life prospects in Ukraine for the coming year,
region and city distribution**

	Mykolaiv	Odessa	Kherson	Average indices in the region
will be much better	3.3 %	5.8 %	0.6 %	3.5 %
will be a bit better	27.7 %	20.6 %	21 %	18.7 %
will be the same as now	46 %	37.8 %	35.7 %	39.6 %
will be a bit worse	28.6 %	22.5 %	29.3 %	25.5 %
will be much worse	10.8 %	13.2 %	14 %	12.7 %

Finally, the most striking criticism of the situation in Ukraine in recent years was the results of the answers to the question, concerning the correct / wrong direction of the "course of affairs in Ukraine".

Here, the 2/3 of the respondents (73%) in the whole region chose the "the wrong direction" option, with only 9.5% choosing the opposite alternative as their own assessment of the situation (with Kherson and Mykolaiv even less than 7 % each). Almost a fifth (17.5%) of the respondents was unable to give answer, which could not be qualified as positive.

However, it should be emphasized that the survey presented here, was conducted in autumn of 2018, that is, a few months before this year's presidential and parliamentary elections, the results of which raised a considerable wave of hopes of the residents of Ukraine to change the situation in the country for the better with the arrival a new "government team".

The corresponding overall distribution of responses presenting respondents' assessment of the direction of the course of affairs in Ukraine in autumn 2018 is presented in Table 11.

The age distribution of the answers to this question showed, first of all, that not only the elderly, but also the youth of the region critically assessed the course of events in Ukraine: for example, in the age group of 18-29 years, 72.5% of respondents spoke in favor option "Things are going in the wrong direction now". More "optimistic", but still with a huge advantage of negative evaluation, were only representatives of the age group of 30-39 years, where this option scored "only" 66.7% against 15.2% of those who looked at development of the course in Ukraine as commendable).

Table 11

**Respondents' assessment of the direction of the course of affairs in Ukraine,
region and city distribution**

	Mykolaiv	Odessa	Kherson	Average indices in the region
In the right direction	7 %	11.6 %	7 %	9.5 %
In a wrong direction	74.2 %	70.1 %	79.6 %	73 %
It is difficult to answer	18.8 %	18.3 %	13.4 %	17.5 %

The overall distribution of respondents' answers to this question by age distribution, is presented in Table 12.

Table 12

Respondents' assessment of the direction of the course of affairs in Ukraine, age distribution

Respondents age	In your opinion, does Ukraine move in the right or wrong direction?		
	In the right direction	In a wrong direction	It is difficult to answer
18-29	11.4 %	72.5 %	16.1 %
30-39	15.2 %	66.7 %	18.1 %
40-49	9.6 %	74.5 %	15.9 %
50-59	8 %	77.4 %	14.6 %
60+	3.7 %	74.9 %	21.4 %
Total	9.5 %	73 %	17.5 %

It is not surprising that in such conditions of life and assessment of the situation in the country, its prospects for the nearest future, foreign migration consideration prevails, especially among young people.

That is why, within the framework of the presented survey of the residents of the regional cities of Southern Ukraine, it was also envisaged to establish the emigration intentions of the respondents, as well as more specific orientations regarding the desired direction of their probable departure abroad.

The results of the survey showed that more than half (54.4%) of the respondents in the region did not mind emigrating from Ukraine (although the limitation condition in the proposed question should be taken into account here "if it was possible"). Another 8.2% fluctuated in response to this question, and this could also be interpreted as an indicator of these respondents' thinking over this perspective.

The age distribution of respondents' emigrant attitudes convincingly indicated that young people and middle-aged people (the first three age groups) thought the most about leaving, where affirmative answers to the questionnaire exceeded 60% and aspirations to stay at home did not reach 30%. Only people over the age of 50 (the last two age categories) had the opposite proportion of responses.

It is clear that people between the ages of 18 and 50 are the cornerstone of any country's demo-economic potential. That is why such an obvious prevalence of emigration among them, especially on the background of not very optimistic forecasts of both their own future and the future of the country, is a serious challenge for the economic and demographic prospects of the Ukrainian state.

The complete age distribution of respondents' answers to the question "If you had the opportunity today to emigrate for living abroad, would you do it?" is presented in Table 13.

In terms of individual cities of Southern Ukraine, it turned out that the most attuned to departure is Mykolaiv (60.1%) followed by Kherson (54.8%) and Odessa (51.5%). A somewhat more optimistic situation with the emigrant intentions of Odessa residents may be explained by the higher standard of living in this city compared to Mykolaiv and Kherson.

However, in all cities, respondents' emigrant moods / intentions still exceed the 50% limit.

Table 13

Emigration moods / intentions of respondents, age distribution

Respondents age	If you had an opportunity to emigrate for living abroad, would you do it?		
	Yes	No	It is difficult to answer
18-29	63.1 %	26.2 %	10.7 %
30-39	64.3 %	26.3 %	9.4 %
40-49	63.9 %	29.7 %	6.4 %
50-59	43.8 %	47.4 %	8.8 %
60+	38.5 %	55.1 %	6.4 %
Total	54.4 %	37.4 %	8.2%

The overall distribution of the answers to the question "If you had the opportunity today to emigrate for living abroad, would you do it?" by region on the whole and by individual cities, is presented in Table 14.

Table 14

Emigration moods / intentions of the respondents, region and city distribution

	If you had an opportunity to emigrate for living abroad, would you do it?		
	Yes	No	It is difficult to answer
Mykolaiv	60.1 %	31.5 %	8.5 %
Odessa	51.5 %	40.1 %	8.1 %
Kherson	54.8 %	36.9 %	8.3 %
On average in the region	54.4 %	37.2 %	8.2 %

In terms of the direction of possible emigration (that is, migration orientations), the western vector (North America – 28.8%, Western Europe – 20.9%, Central and Eastern European countries – 20.5%; in total – 70.2%) compared to the Eurasian (Russia and other Commonwealth of Independent States (CIS) countries collectively got 20.3%, with the Russian Federation actually less than "other CIS countries").

Obviously, a key factor in such external migration orientations is the resilience of today's Ukrainians to associate "collective West" countries with high standards of living, modern civilization benefits, human rights and social opportunities for themselves and their descendants.

Age distribution shows (and is quite predictable in modern times) that not only the "Western vector" of potential emigration, but its "American-Canadian" variant, is the most popular.

Thus, younger respondents clearly favored the United States and Canada (37%), as well as European countries (where Western European countries gained 20.2% and Central and Eastern European countries (CEE) gained 21.8%, which in total was just over 40%).

The representatives of the oldest age group (people aged 60+), who are traditionally more or less positive about Russia or the CIS, similarly preferred the "western vector": it gained favor with more than 40% of respondents in this age category against only a third (on the whole) of those who were likely to travel to Russia and other CIS countries. Although, the Russian variant in this age category, of course, gained more than others, the number of votes was 22.8% (for comparison: Russia was chosen as a country of possible emigration choice by 10.3 % of respondents aged 50-59 years and only by 3.4% of young people aged 18-29). A similar pattern of emigration orientations was observed in other age groups of respondents.

The overall age distribution of the answers presenting the respondents' emigration orientations is presented in Table 15.

Table 15

Emigration orientation of the respondents, age distribution*

Respondents age	If you had an opportunity to emigrate for living abroad, where would you go?						
	Russia (the Russian Federation)	Other CIS countries	CEE countries	Western European countries	Canada, the USA	Other countries	It is difficult to answer
18-29	3.4	7.6	21.8	20.2	37	3.4	6.6
30-39	8.6	14.1	24.2	21.9	25	3.9	2.3
40-49	4.4	10.6	25.7	19.5	28.3	3.5	8
50-59	10.3	14.7	17.6	11.8	35.3	7.4	2.9
60+	22.8	11.4	7.6	30.4	17.6	5.1	5.1

*respondents could choose more than one answer

In the context of the respondents' answers from individual cities of the Southern region, we noted that the option "USA, Canada" as a possible departure option gained a relative majority in all cities of the region without exception, and that more than others were attuned to this option in Odessa (31.6% against 28.8% in Mykolaiv and in Kherson); Western Europe took the second place in Odessa and Mykolaiv choices while Kherson put Central and Eastern Europe to the second place.

On the other hand, there were more supporters of the variants "Russia (Russian Federation)" and "Other CIS countries" in Kherson (in total – 26.6%). "Russia" as a more likely country of emigration was chosen by Odessa (10.8% against 8.5% by Kherson and 6.1% by Mykolaiv). A variant "other CIS countries" was more often voted for by Kherson (18.1% against 10% of Odessa and 9.8% of Mykolaiv).

The overall distribution of the respondents' answers to the question "If you had an opportunity to emigrate for living abroad, where would you go" presenting their more or less crystallized emigration orientations, by region and by individual cities is presented in Table 16.

Table 16

Emigration orientation of the respondents, region and city distribution*

	If you had an opportunity to emigrate for living abroad, where would you go?						
	Russia (the Russian Federation)	Other CIS countries	CEE countries	Western European countries	Canada, the USA	Other countries	It is difficult to answer
Mykolaiv	6.1 %	9.8 %	22.7 %	24.5 %	28.8%	2.5 %	5,5 %
Odessa	10.8 %	10 %	16.8 %	20.8 %	31.6 %	4.8 %	5,2 %
Kherson	8.5 %	18.1 %	26.6 %	14.9 %	21.3 %	6.4 %	4.3 %
Average in the region	8.8 %	11.5 %	20.5 %	20.9 %	28.8 %	4.3 %	5.2 %

*respondents could choose more than one answer

The analysis of the obtained picture of the emigration orientations of the inhabitants of the South of Ukraine should also take into account the fact that the majority of respondents (61.9%) noted that they had relatives, friends, acquaintances who had already emigrated from Ukraine to the following countries: Russia (19.8%), other CIS countries (10.5%), Eastern and Central Europe (21.9%), Western Europe (18.8%), USA or Canada (24%) and other countries (3.3%). 1.7% of the respondents could not decide on this issue. It is clear that having a successful overseas settlement of their relatives and friends in countries associated with high standards of living, can play the role of an additional argument in favor of the emigrant option that is being considered in the respondent's family.

The complete distribution of respondents' answers to the question "Where did your acquaintances, friends or relatives emigrate to?" by region and by individual cities is presented in Table 17.

Table 17

**Respondents, relatives, friends, acquaintances, who emigrated from Ukraine,
region and city distribution***

	Where exactly did your relatives emigrate to?						
	Russia (the Russian Federation)	Other CIS countries	CEE countries	Western European countries	Canada, the USA	Other countries	It is difficult to answer
Mykolaiv	24.6 %	10.9%	26.3%	20.6 %	14.3 %	1.7 %	1.7 %
Odessa	19.7 %	11.4 %	17.4 %	16.7 %	29.5 %	3.5 %	1.8 %
Kherson	11.6 %	6.3 %	32.6 %	24.2 %	18.9 %	5.3 %	1.1 %
Average in the region	19.8 %	10.5 %	21.9 %	18.8%	24 %	3.3 %	1.7 %

*respondents could choose more than one answer

Conclusions and prospects for further research. The results obtained during the presented survey of the residents of the three regional centers of Southern Ukraine (Odessa, Mykolaiv, Kherson) allow us to draw the following conclusions:

a) respondents evaluate the economic situation of their own families and their financial capabilities mainly in the categories of constraints (deprivations) that are relevant to the discourse of contemporary poverty theory;

b) respondents showed lack of confidence in the future as a result of a pessimistic view of the possibility of improving the economic situation in the country and of a critical attitude to the dynamics of the situation in Ukraine on the whole;

c) based on respondents' assessment and ideas, there is a prevalence of emigration moods among the respondents, their orientation on departure to those foreign countries, which have higher living standards than Ukraine today.

It is clear that a modern civilized person of the XXI century can say that she/he has corresponding standard and quality of life, lives in dignity or belongs to the middle class, with optimism, or at least looks anxiously into the nearest future of their family and the country only in case if he/she has income levels to meet the needs of the right kind, such as in a full-fledged diet for oneself and family, a quality vacation, traveling the world, access to information and cultural values, etc. The Ukrainians are now lacking this feeling of safety because their life is based on a "survival model". Not surprisingly, there is a widespread desire to traditional for Ukraine "employment" emigration, but also to emigration for permanent residence in search of a better fortune in "prosperous", "civilized", or "safe" countries from the view point of mass consciousness. The point here is not only in the loss of human and intellectual capital, but also in the loss of patriotic attitudes, and often the very national identity of modern Ukrainians.

In our opinion, the state of mass consciousness of the residents of the regional centers, representing the Southern region of Ukraine with its historical specificity and available potential, cannot but be alarming, because it concerns the attitude of people not only to their territory of residence, but to the country, which is now at a difficult stage in its history and therefore needs at least trust from citizens, if not social mobilization.

That is why the widespread disillusionment, disappointment, social apathy among the masses of the population should be qualified not only as a significant obstacle to the further development of Ukraine, but also as a threat to its social and national security, the security of a given region of the country, which has both socio-economic, demographic and mental dimensions.

In this way, the obtained results could be used as indicators of social security for the functioning of the regional society, which is particularly relevant in view of the geopolitical challenges and threats that Ukraine is currently facing, including the Black Sea region, which is of strategic importance for Ukraine.

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3.10 STUDENT YOUTH PARTICIPATION IN THE STATE'S POLITICAL LIFE AS A MANIFESTATION OF THEIR CIVIL POSITION
(Участие студенческой молодежи в политической жизни государства как проявление их гражданской позиции)

Постановка проблемы. Вопрос политического участия молодежи всегда был и будет актуальным не только с точки зрения выявления тенденций политизации молодых людей, но и относительно управления важными процессами политического участия молодежи в условиях становления гражданского общества в современной Украине.

О статусе молодежи в политической жизни общества невозможно судить только на основе формального включения молодых людей в структуры власти. Для этого важно оценить уровень их самоидентификации с этими структурами, а также степень их активности в различных формах политической деятельности. Высокий уровень самоидентификации предусматривает самоощущение своей причастности к принятию управленческих решений, отождествление себя в качестве субъекта властных отношений и свидетельствует о высокой степени интегрированности молодых людей в политическую жизнь общества.

Основной целью работы является раскрытие особенностей политической активности молодежи как проявления их гражданской позиции.

Для современного общества характерно многообразие форм участия молодежи в политической жизни. Понимается как вовлеченность в той или иной форме человека или социальной группы в политико-властные отношения, в процесс принятия решений и управления, политическое участие является важным компонентом политической жизни общества. Оно может служить средством достижения определенной цели, удовлетворение потребности в самовыражении и самоутверждении, реализации чувства гражданственности. Участие бывает прямым (непосредственным) и косвенным (представительным), профессиональным и непрофессиональным, стихийным и организованным и т.п.

Украинская исследовательница Н. Дембицкая определяет политическую активность как функциональный проявление личности в политической деятельности, которая, в свою очередь, упорядочивается самим субъектом. Становясь субъектом властных отношений, личность выстраивает собственную систему политических действий, структурируя ее определенным образом, но в соответствии с требованиями политической системы и собственной политической культуры. Среди форм политической активности можно выделить классические, которые, в свою очередь, делятся на «мобильные» (активные), к которым относим:

1) простейшие реакции (положительные и отрицательные) на импульсы раздражители, которые поступают от политической системы;

2) участие в действиях, связанных с делегированием личных полномочий (самый яркий пример – электоральное поведение)

3) непосредственное участие в деятельности политических организаций, посещение собраний и других мероприятий;

4) выполнение относительно постоянных конкретных политических функций;

5) прямая политическая действие;

6) активная, в том числе руководящая, деятельность в внеинституциональных политических движениях, направленных против существующей политической системы.

Также выделяют «иммобильную» фору (латентная), среди которых выделяем:

1) полную исключенность из политических взаимоотношений, обусловлена низким уровнем гражданского развития;

2) политическую исключенность как результат чрезмерной бюрократизации – самой господствующей политической системы, низким обратной связью между этой политической системой и гражданским обществом в целом, разочарованием людей в политических институтах;

3) политическую апатия как форма неприятия политической системы, навязанной людям извне – например, в результате проигрыша войны и завоевания страны врагом;

4) политический бойкот как проявление активной враждебности к политической системы и ее институтов).

С политико-социальной точки зрения, в Украине сейчас в среде молодежи можно выделить четыре основные социальные группы. Первую, самую многочисленную группу составляет политически пассивная часть молодежи. Вторая социальная группа объединяет представителей разных контркультур и субкультур (националисты, панки, пацифисты, скинхеды, анархисты и т. д.). Это неоднородное среду иногда с антагонистическими взглядами, не способное к реализации объединительного молодежного представительства с целью артикуляции, агрегации интересов этой социальной группы. Всех их объединяет оппозиция устоявшихся общественно-политических ценностей, оппозиционность по отношению к любой действующей власти, поэтому эта социальная группа может представлять интерес для антисистемных политических сил.

Третью социальную группу молодежи составляет политически активная молодежь, которая успешно завершила этап самоидентификации и пытается укрепить свои позиции в политике. С точки зрения национальных интересов Украины, данная группа является наиболее важной, однако на сегодняшний день она наименьшая по численности. К четвертой социальной группе отнесены так называемую «молодежную пехоту» политических сил. Это молодые люди, которые обслуживают интересы определенной влиятельной силы, они способны вести активные действия, создавать массовость акций протеста или поддержки каких предложений, о которых они иногда не имеют никакого представления или которые никак не отражают их собственных интересов и предпочтений[447]. Еще одним проявлением противоречивости отношений молодежи и политики, характерным для украинской молодежи, является сочетание сравнительно высокого интереса к политическим событиям и явлениям в обществе и высокой электоральной активности с низкими показателями другой политического участия (в молодежных общественно-политических организациях, в подготовке и проведении перевыборных кампаниях)[448].

В политической жизни современного общества, переживает системный кризис, выделяются следующие способы политического участия молодежи.

1. Участие в голосовании. Политический статус молодежи определяется реальными, а не формально предоставленными возможностями влиять на расстановку политических сил в обществе из-за участия в голосовании. Ему предшествует участие в обсуждении предвыборных программ политических партий, кандидатов в народные депутаты и местные органы власти, а также непосредственное участие в выборах. Однако, молодежь недостаточно активно использует свой политический потенциал.

2. Представительная участие молодежи в органах власти и в местном самоуправлении. Оно находит практическое выражение в реализации групповых интересов молодежи с помощью ее представителей в органах власти.

3. Создание молодежных организаций, движений. Определенную часть своей политической жизни молодые люди проводят в кругу сверстников, поэтому вполне понятно их стремление к объединению в организации. Неоднородность политического сознания молодых украинцев, многообразие политических ориентаций и интересов способствуют появлению большого количества различных по направленности молодежных объединений, в том числе и политических.

4. Участие в деятельности политических партий. Эта форма политического участия молодежи непосредственно направлена на воспроизводство и обновление политической структуры общества. В условиях социальной стабильности она является важным фактором политической социализации подрастающих поколений. В кризисных ситуациях, как правило, интерес к молодежи со стороны политических партий растет. Данная тенденция имеет место и в украинском обществе. Однако подобный интерес в Украине откровенно конъюнктурный и ограничивается лишь предвыборными кампаниями.

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[447] Перфільєва А.О. Політична участь молоді як складова політичного процесу в сучасній Україні.
[448]Білоус І. Політична активність молоді: форми вияву та особливості трансформації.

5. Участие в акциях стихийного волеизъявления своих политических прав и свобод. Оно выражается в участии молодых людей в забастовках, в актах гражданского неповиновения, митингах, демонстрациях и других формах социального протеста в рамках существующего законодательства. Конечно, подобные формы нельзя назвать нормой политической жизни. К ним прибегают, как правило, люди, доведенные до отчаяния неспособностью или нежеланием власти конструктивно реагировать на их социальные, экономические, политические требования. Эффективность таких форм политических действий зависит от уровня демократичности общества и от степени солидарности борются за свои права групп населения.

Наиболее острая форма противостояния – политический конфликт, который может быть разрешен по линии компромисс – консенсус – сотрудничество – интеграция, а может получить развитие в направлении активизации противостояния, причем в нелегитимных формах, социального исключения различных групп, дезинтеграции общества. История знает немало примеров, когда молодежь, которая используется враждующими силами, занимала в конфликтных ситуациях крайние и экстремистские позиции.

Особую общественную тревогу представляют массовые выступления молодежи. Организующую роль в них играют молодежные движения, в каждом из которых присутствуют экстремистски настроенные молодые люди. По данным исследования 2007 г., каждый пятый сторонник национально-патриотических и оппозиционных движений не исключает для себя возможности участия в незаконных акциях протеста. Более высокий уровень готовности к экстремистским действиям в националистических движениях. Среди их участников 36,2% готовы к жестким проявлений экстремизма. Возможность участия в несанкционированных демонстрациях, в захвате общественных зданий и перекрытии магистралей, а также готовность взяться за оружие не исключил для себя каждый второй (48,2%) член протестных движений. Участники таких движений также демонстрируют высокую готовность к незаконным протестным действиям (21,1%), а каждый десятый (13,8%) не видит для себя препятствий в выражении экстремизма и в более жестких формах.

Политическое участие молодежи приобретает особую актуальность в связи с формированием сознания молодежи в условиях деидеологизации, ухода от патерналистской политики государства, ростом в последнее время уровня протестных настроений. Низкий уровень жизни, который отмечается украинской молодежью в многочисленных опросах, различные стартовые условия, дифференциация в среде молодежи может привести и к серьезным изменениям, потрясений в политической системе. Ярким примером распада молодежи как единого социального слоя, который привел к молодежным бунтам, мятежам являются события 60-х гг. XX в. в Западной Европе и США.

Актуальность проблемы обусловлена также значительным влиянием на политическое участие молодых украинцев международного фактора, в условиях распространения приоритетов западных образцов жизни, стремлений к потреблению, индивидуализму. Опыт, накопленный предыдущими поколениями, не стал достоянием молодежи. А в современных властных структурах, в общественно-политических движениях, политических партиях и обществе в целом, имеют место различные, часто противоречивые, мнения относительно роли молодых людей в политической жизни страны. Хотя, в последнее время происходит интенсивный поиск путей управления политическим участием молодежи как на социальном, так и на организационном уровнях. Обобщение опыта ученых, политиков, государственных деятелей позволит выявить новые формы и методы активизации политического участия молодежи.

В связи с этим, необходимо анализировать специфику политического участия молодежи. При этом она может иметь различные формы, проявляясь в эмоциональном и инструментальном уровнях. На эмоциональном уровне политическое участие может характеризоваться, прежде всего, определенным интересом субъекту участия, а именно граждан, к политическим процессам, которые происходят в нашем обществе, степени и характеру информированности, или отчуждением от политической жизни общества. А инструментальный уровень определяет другую сторону политического участия, которая связана с активной деятельностью граждан.

К формам проявления такого вида политического участия относятся такие действия граждан, как участие в формировании избирательных структур путем голосования, в различных акциях протеста / поддержки (демонстрациях, митингах, голоданиях и других формах протеста), членство в политических партиях, обращения в различные государственные и общественные инстанции и т. д.

Сегодня сложно говорить об активной жизненной позиции молодежи, которая предусматривает наличие убеждений, идеалов, для достижения которых у человека формируется воля, гражданская зрелость, высокие морально-этические качества и принципы. Этот процесс в нашей стране еще не вступил четкости и последовательности. Молодые люди в условиях трансформации общества трудно ориентируются в калейдоскопе экономических, социальных и политических событий. А большое количество лозунгов и призывов создает большую сложность в ориентации и оценке многих явлений и событий.

Молодежь не всегда рассматривается как субъект политических процессов. Между тем, именно она играет важную и определяющую роль в общественном развитии, особенно в период становления государственности в каждой стране. Учитывая особенности современного молодежного движения, нужно выделить следующие направления, которые будут определять политическую активность современного молодого поколения:

1) участие молодежи в формировании общенациональной идеологии, в определении основных политических ценностей и приоритетов украинского общества;

2) политическое участие самой молодежи, которая реализуется с помощью различных общественных, общественно-политических формирований. Интересно, что часть молодежных организаций, хотя и не называет себя политическими, но так или иначе участвует в политической жизни страны, определяет политическое лицо молодого поколения;

3) в разнообразии взглядов и суждений молодежи имеют место общечеловеческие ценности, которые становятся едиными и воспринимаются молодым поколением. Именно молодое поколение через гражданственность и патриотизм, культуру и искусство, образование и науку должно вывести общество на новый уровень понимания и восприятия действительности. Защищая свои права, выполняя свои обязанности, проявляя политическую активность сегодня молодежь формирует собственное будущее, будущее своей страны.

Активных людей среди украинской молодежи немного. Высокая степень инертности сегодняшней молодежи с политической точки зрения далеко не для всех в Украине является проблемой, однако, это очень тревожная тенденция для общества. Поскольку именно деформация социальной структуры подрастающего поколения с увеличением доли апатичных представителей создает предпосылки для манипулирования молодежными настроениями[449]. Существует мнение, что аполитичность молодежи на постсоветском пространстве это - закономерный результат чрезмерной идеологизации воспитания прошлых лет, а также результат отсутствия эффективных механизмов политической социализации, по нашему мнению, к этому еще следует добавить социально-психологические особенности самой молодежи как отдельного типа политического субъекта, специфику молодежной субкультуры и специфику социально-политической среды, то есть определяющие черты нынешнего украинского общества[450].

Согласно данным А. Петрунько, причинами отчуждения от политической активности являются: наличие других планов, интересов; индивидуально-психологические особенности; нежелание брать на себя ответственность; негативное отношение к политике вообще и тому подобное. Такое безразличие объяснялось также унынием студенческой молодежи в возможностях своего влияния на власть и политическую ситуацию в стране, разочарованием в определенных лидерах и идеях[451]. Формирование политического сознания возможно через политическую культуру студенческой молодежи, которая связана с рядом факторов: индивидуально-психологическими (интеллектуальные особенности, личностные черты,

[449] Цуладзе А. М. Политические манипуляции, или Покорение толпы.
[450] Перфільєва А.О. Політична участь молоді як складова політичного процесу в сучасній Україні.
[451]Озерова М.В. Політичні орієнтації сучасної української молоді.

ценностные ориентации), социально-психологическими (влияние родителей, друзей, учебных заведений, СМИ), социально экономическими (экономическое положение как страны в целом, так и конкретной личности в частности)[452]. Ряд исследователей отмечает связи между уровнем политической активности и уровнем социального интеллекта. Другие же акцентируют внимание на таком факторе, как политические ориентации родителей[453].

Источники, из которых индивид что-то узнает о политике, называются агентами политической социализации. Они напрямую влияют на формирование или трансформации политической культуры. Существуют различные подходы к классификации агентов социализации.

В. Стельмах выделяет два основных подхода к изучению агентов политической социализации. Сторонники «персонифицированного» подхода (Г. Дилигенский, А. Шестопал, М. Сазонов, А. Колодий, В. Москаленко) рассматривают агентов политической социализации как средство непосредственной передачи политических идей, взглядов, ценностей. Сторонники «институционального» подхода (Г. Алмонд, Дж. Пауэлл, Р. Дальтон) отождествляют понятия «агент» (с лат. Agens, agentis - действующий) и «институт» (с лат. Institutum - упрочение, установка, обычай, учреждение; в общественных науках под этим понятием чаще всего понимается форма организации социальной практики) и рассматривают влияние определенных агентов политической социализации (институтов и организаций) на политические установки граждан. К прямым источникам политического образования, которые специально предназначены для формирования определенной политической культуры и достижения политических целей, они относят уроки обществоведения в школе, деятельность политических организаций и партий. Среди опосредованных агентов политической социализации выделяют ближайшее окружение, трудовой коллектив.

И. Галактионова выделяет внутренние и внешние источники политической социализации. К внутренним относятся: влияние ближайшего окружения (семья, учебные заведения, группы сверстников, трудовой коллектив), тип того места, где человек живет постоянно, особенности психологии человека. К внешним – СМИ, идеология, государственный строй, тип экономических отношений, образование, массовая национальная культура, государственная молодежная политика, гражданское образование. Каждое из этих источников по-своему влияет на индивида, его ценности, определяет формирование представлений о мире политики[454].

С целью дальнейшего формирования политического сознания студенческой молодежи нами предлагаются следующие рекомендации:

1. Информирование молодежи с целью улучшения уровня их политических знаний;

2. Формирование практических навыков политической деятельности через привлечение молодежи к разного рода играм, практикам, форумам, выборам итд.;

3. Формирование у студентов интереса, активной позиции и уверенности в собственных силах и необходимости вмешательства в политическую жизнь общества и страны;

4. Развитие и поддержка студенческих политических сообществ.

Выводы. Современное состояние политического сознания современной студенческой молодежи требует целенаправленного формирования. Недостаточная осведомленность и информированность, отсутствует активная жизненная позиция как гражданина и субъекта политической жизни – это характеризует сегодняшнего студента. Молодежь убеждена, что политическая жизнь их не касается, что их роль в политической системе не значительна. Такие взгляды приводят к пассивности, патернализма и ослабление значения молодой и образованной части населения в формировании украинского общества.

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3.11 SOCIAL STANDARDS OF THE EUROPEAN DIRECTION OF WORK OF FUTURE SPECIALISTS IN THE SOCIAL SPHERE WITH HOMELESS PERSONS
(Социальные стандарты европейского направления работы будущих специалистов социальной сферы с лицами без определенного места жительства)

Постановка проблемы и ее связь с важными научными и практическими задачами. Сейчас Украина переживает не лучшие времена, последствиями которых является экономическая, политическая и социальная нестабильность в стране. Ярким примером чего мы можем наблюдать увеличение уязвимых слоев общества как люди без определенного места жительства. Но важно изучение опыта успешных стран в работе с различными слоями общества. Ведь показатель отношения к уязвимымслоям общества свидетельствует о развитии не только социальных стандартов, но и развитии гражданственности нашего государства.

В нашем государстве актуальным является проблема социальной работы с лицами без определенного места жительства. Ежегодно регистрируют все больше людей без определенного места жительства и еще больше остаются нам неизвестными. Поэтому, по нашему мнению, нужно серьезно отнестись к данной проблеме, ведь каждый день мы сталкиваемся с ней в нашей будничной жизни. Именно поэтому, важно практически с использованием европейского характера направить силы на обучение молодого поколения профессионализма в сфере социальной работы[455].

Проблемы людей без определенного места жительства требует постоянного их исследования, анализа причин возникновения этих проблем и требуют объединения усилий различных министерств и ведомств, а также четкой координации действий для формирования государственной политики по бездомности, создание превентивных программ для предотвращения распространения бездомности в больших масштабах, согласования с исследованиями и программами преодоления бедности в Украине, планирование и создание соответствующих служб и услуг, учитывая имеющиеся потенциальные возможности и ресурсы как государственных, так и негосударственных организаций.

Статус человека без определенного места жительства сопровождается высоким риском совершения правонарушений, вероятность которого возрастает при отсутствии систем социальной поддержки и услуг, организаций и специалистов в этом деле. Социальная работа с этой группой клиентов ориентирована на преодоление личной и социальной функциональной уязвимости людей, связанной с потерей или высоким риском потери жилья.

Бездомность характеризуется, как социальное положение отдельной личности, обусловлено отсутствием у нее права на проживание в жилом доме, квартире, другом помещении, пригодном и предназначенном для проживания в соответствующем населенном пункте, в котором он проживает постоянно или временно и получившая статус бездомного лица.

Проанализированы нами причины бездомности можно разделить на две группы. Первая тесно связана с социальной политикой в целом: экономические кризисы, безработица, низкий уровень жизни общества, миграционные процессы и тому подобное. Вторая группа имеет более индивидуальный аспект, это те лица, которые имеют психические расстройства, проблемы с семьей, злоупотребляющих алкоголем, наркотиками, стали жертвами махинаций, сироты. Все они в сложной жизненной ситуации и нуждающихся в неотложной, профессиональной помощи со стороны социальных работников.

Мы выяснили, что основными принципами социальной защиты лиц без определенного места жительства являются следующие принципы: законность; демократизм; гуманизм; социальная справедливость; уважение к личности; признание ее чести и достоинства; обеспечения основных прав и свобод человека; равенство обращения и запрет дискриминации; индивидуальный подход; целеустремленность и адресность предоставления социальных услуг; обследования условий жизни бездомных лиц и беспризорных детей, а также выбор форм и методов социальной работы; согласование действий органов исполнительной власти,

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[455]Кравченко Р., Кабаченко Н., Васильченко О. Розвиток недержавних організацій соціальної сфери // Соціальна робота в Україні : перші кроки. – К. : Академія. – С. 130-144.

общественных объединений в решении вопросов социальной защиты бездомных лиц и беспризорных детей и тому подобное.

Понятие «бездомный» трактуется как человек, лишенный порой не только крыши, но и других элементарных условий жизни: медицинского обслуживания (нет прописки); постоянного места работы (нет паспорта или трудовой книжки; нет работы или не берут на работу) и так далее. Не говоря уже о душевном комфорте, нормальное самочувствие. К бездомным нужен особый подход. Не каждый (даже социальный работник) может работать с ними (особенно с некоторыми категориями, такими, как люди, опустившиеся на «дно»). От социального работника требуется ярко выраженная коммуникабельность. Нужно уметь найти контакт с такими людьми, не унижая и не отталкивая их. Надо дать им возможность почувствовать человеческое отношение к себе, не обидеть, предлагая элементарные услуги: ночлег, медицинскую помощь и тому подобное. С лицами без определенного места жительства необходимо проводить также медико-социальную работу. Целью медико-социальной работы является достижение максимально возможного уровня здоровья, функционирования и адаптации лиц с физической и психической патологией, а также социальным неблагополучием. Основной формой работы с бездомными является уличная социальная работа.

Уличная социальная работа – это мобильная форма предоставления социальных услуг, осуществляется группой специалистов за пределами учреждений для бездомных граждан. Улица – это то место, где человек без крова работает, питается, общается, спит и тому подобное. Ее повседневные нужды обусловлены желанием выжить, поэтому все ее действия, прежде всего, направлены на удовлетворение базовых потребностей – пища, одежда, убежище, безопасность.

Уличная социальная работа заключается в своеобразном посредничестве между социальными службами и бездомными лицами. Социальный работник, работающий на улице, гораздо доступнее для бездомного, чем тот, кто работает в офисе. В этом есть главный позитив уличной работы – она сокращает дистанцию между клиентом и социальным работником, и в этом же ее сложность.[456]

Исходя из основной цели уличной социальной работы можно определить ее задачи:

- выявление и учет бездомных лиц;

- предоставление или организация оказания неотложной помощи бездомным лицам, которые оказались в ситуации, силами патрульной бригады или с привлечением соответствующих служб города

-исследование причин и условий, вызывающих возникновение и распространение бездомности в данном регионе;

- информирование бездомных о возможности получения услуг;

- содействие формированию позитивного общественного мнения о бездомных во избежание стигматизации и дискриминации в отношении этих лиц;

- разработка плана мероприятий, направленного на профилактику бездомности и оказанию помощи бездомным в их реинтеграции.

Для решения этих задач социальные работники:

- выявляют и посещают наиболее вероятные места нахождения (скопление) бездомных в районах, городов и т.д.;

- предоставляют бездомным лицам социальные услуги (раздача горячей пищи, гигиенических наборов (мыло, зубная паста и щетка, гигиенические прокладки, гребешки), необходимая сезонная одежда и т.д.);

- сотрудничают с органами местного самоуправления, местными органами исполнительной власти – труда и социальной защиты населения, здравоохранения, внутренних дел, центрами социальных служб для семьи, детей и молодежи, объединениями граждан, волонтерами, предприятиями, учреждениями, организациями независимо от форм собственности по предоставлению бездомным лицам комплекса необходимых услуг;

[456]Кривоконь Н.І. Особливості професійної «Я – концепції» фахівців системи соціального захисту населення : Матеріали доп. на Міжнар. наук. – практ. конф. 29-31 жовтня 2002 р. – К., 2002. – С. 85-91.

- осуществляют мониторинг наличия свободных мест в учреждениях для бездомных, действующих на территории региона (района, города) для мотивирования и направления к ним бездомных лиц;

- направляют информацию о выявленных бездомных в центры (отделений) учета бездомных граждан;

- способствуют возвращению в семью или устройству в учреждения социальной защиты;

- поддерживают связь с клиентами, которые покинули улицу;

- употребляют профилактических мероприятий по предотвращению распространения социально опасных заболеваний; – проводят информационно-разъяснительную работу с бездомными лицами относительно возможности получения ими помощи;

- распространяют рекламно-пропагандистскую продукцию с адресами учреждений, учреждений, организаций, пунктов и т.п., где бездомные лица смогут получить услуги;

- проводят информационно-разъяснительную работу среди населения по недопущению дискриминации и стигматизации в отношении бездомных лиц и возможности оказания помощи этой категории населения;

- анализируют основные причины бездомности; определяют целевые группы бездомных, их основные проблемные вопросы и потребности;

- ведут отчетную документацию для оценки эффективности работы.

Как правило, такие люди оказываются в трудной жизненной ситуации. К тяжелой жизненной ситуации, объективно нарушающей жизнедеятельность человека, можно отнести следующие факторы: инвалидность, неспособность к самообслуживанию в связи с болезнью, преклонным возрастом, безнадзорность, сиротство, конфликты и жесткое отношение в семье, отсутствие определенного места жительства, безработицы[457].

Исследования, проводимые в Украине, показывают, что тяжелая жизненная ситуация и медицинская патология отягощают друг друга и порождают так называемый «круг недостатков». Объектом медико-социальной работы являются различные контингенты лиц, имеющих выраженные медицинские и социальные проблемы, которые взаимно потенциальные друг к другу и решить которые трудно в рамках односторонних профессиональных мероприятий. Работа с такими контингентами одинаково тяжела и малоэффективна как для медицинских работников, так и для специалистов социальных служб, поскольку они неизбежно оказываются перед кругом проблем, выходящих за рамки их профессиональной компетенции и препятствующих успешной узкопрофессиональных деятельности. К таким контингентам относятся длительно, часто и тяжело больные, социально дезадаптированные лица, инвалиды, одинокие пожилые люди, дети-сироты, юные матери, многодетные и асоциальные семьи, пострадавшие от стихийных бедствий, больные СПИДом и другие. Численность таких контингентов устойчиво растет в последние годы. Следует отметить, что одной из причин этого является низкая эффективность существующих форм и методов работы с ними, а также отсутствие должной сети специально ориентированных на такого рода деятельность служб[458].

Анализ последних исследований и публикаций. При организации медико-социальной работы необходимо придерживаться основных принципов, которые позволили бы обеспечить профессиональный целостный подход в этом виде деятельности. Такими подходами являются: экосистемность – учет всей системы взаимоотношений населения и окружающей его среды в данной проблемной парадигме системный анализ взаимосвязей между всеми элементами конкретной проблемной жизненной ситуации и определение на его основе совокупности социально-функциональных позиций и действий; солидарность – согласованная организационная взаимодействие в процессе медико-социальной работы государственных учреждений, действующих в любой сфере, и учреждении, входящих в структуры организаций с различной формой собственности; конструктивная стимуляция – отказ социальных служб от

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[457] Особливості соціальної молодіжної політики в Україні та ФРН на сучасному етапі : наук. зб. / Редкол. : А.І. Кудряченко та ін. – К. : МАУП, 2004. 336 с.

[458] Постанова Кабінету Міністрів України «Про затвердження Тимчасового порядку реєстрації фізичних осіб за місцем проживання» № 35 від 16.01.2003 р. : – Київ – (Серія видань "Офіційний документ").

исключительно патерналистских форм помощи и опеки, порождающих в их субъектов пассивное иждивенчество.

При соблюдении в социальной работе с «бездомными» всех вышеупомянутых принципов деятельности социальных работников в комплексе возможные положительные результаты.

Таким образом, мы выяснили, что для работы с лицами без определенного места жительства нужны квалифицированные специалисты, которые могут не только выявить проблему личности, но и найти правильный подход что бы вывести ее из зоны риска. Для этого социальные работники должны буди осведомлены в таких сферах как, юридическая, психологическая, медицинская и другие.

Проблема бездомности стоит на сегодняшний день в Украине очень остро, как результат масштабных изменений в сферах политической и социальной жизни и экономических трансформаций при переходе к рыночной экономике. В то время как, по последней данным Госкомстата, доход 70 процентов людей не покрывает расходов на обеспечение первостепенных потребностей и продуктов питания и более 25 процентов населения живет за чертой бедности количество людей, которые не могут самостоятельно преодолеть трудное положение и становится бездомными, стремительно увеличивается.

В контексте этого нами было проведено исследование с целью определить особенности работы социального работника с лицами без определенного места жительства. В ходе исследования нами были сформулированы следующие задачи:

1. Определить отношение к бездомным с точки зрения работников Центра;
2. Определить основные особенности работы с такой категорией клиентов[459].

В октябре 2017 был проведен опрос на тему: «Особенности социализации с лицами без определенного места жительства». Генеральной совокупностью стали работники Николаевского центра реинтеграции бездомных граждан ». Всего было опрошено 11 человек, из которых 2 мужчин и 9 женщин, в процентном соотношении соответственно составляет 17% и 83%.

В ходе исследования респондентам был задан закрытое вопрос по отношению работников Центра к такой категории клиентов: какое слово первое приходит на ум при упоминании о бездомных?

Варианта ответа, что эти люди нуждаются в поддержке и помощи предпочли более половины опрошенных (64%), 18% считают бездомных бедными (в экономической сфере), зато 9% респондентов отмечают их как беззащитных и одиноких людей.

Ответы на вопросы: что, на Ваш взгляд, ценят люди без определенного места жительства в жизни? Респонденты ответили следующим образом: на первом месте вариант – еда (46%); второе место, ценящих бездомные по мнению сотрудников Центра, встал место для ночлега, что в процентном соотношении составляет 27%; на третьем месте – 18% респондентов считают, что для людей за радость хоть какая-то одежда, и только 7% респондентов затруднились ответить на данный вопрос. Заметим, что варианты деньги и свобода остались без внимания.

В процессе анкетирования был задан вопрос: какие следует определить группы проблем, затрудняющих выход человек из бездомности как социального явления? Ответы распределились следующим образом – 55% опрошенных считают, что психологические проблемы наиболее осложняют жизнь таким людям; второе место занимают социальные проблемы, в процентном соотношении это составляет 36%; на третьем месте – юридические проблемы (9%).

Используя взгляды социальных работников, которые были получены методом экспертных оценок, мы можем разработать следующую четырехступенчатой концепцию работы с такой категорией лиц:

1. Первый этап. Работа в привычном для бездомных среде их постоянного пребывания – работа на улице. Основной задачей работы на улице необходимость установления первоначального контакта с социальным работником и наладка двустороннего связи на

[459]Рябчук А. «Ліва справа» Бездомні Києва : їх власна вина, випадок долі чи побічний ефект переходу до капіталізму? / А. Рябчук. – К, 2007.

элементарном, бытовом уровне. С этой целью бездомным предлагается ряд социальных услуг, которые не требуют глубокого доверия со стороны бездомного к социальному работнику. Это достигается, например, через бесплатное распространение горячих обедов, бывшей в употреблении одежды, элементарных средств личной гигиены, предоставление элементарной медицинской помощи. Однако, важно регулярность такой работы, способствует восстановлению самодисциплины у бездомных – ведь чтобы получить то или другое, они обязаны в определенное время появиться в том или ином определенном месте. Играет также свою роль в привлечении к работе в качестве помощников бездомных, которые в процессе ресоциализации находятся на высших ступенях – таким образом возможно эффект срабатывания успешного примера, ведь будет существовать большая степень доверия ко вчерашнему бездомного, чем по отношению к социальному работнику. Во время такой работы необходимо постоянно информировать бездомных об услугах стационарного заведения, о возможности решения с помощью социальных работников тех или иных потребностей бездомных, с целью побудить их воспользоваться услугами стационарной центра.

2. Второй этап. Работа в стационарном учреждении без необходимости обратной силы – в режиме свободного пребывания. Такие меры предусматривают предоставление этим людям возможности пользоваться теми или иными услугами без каких-либо обязательств со стороны бездомных. В данном случае важным является установление более тесного контакта бездомного и социального работника, построение доверительных отношений. Свою роль играет и улучшение социального статуса бездомного – наличие собственной кровати, шкафы для хранения вещей и документов и тому подобное. Социальные работники ведут работу с возбуждением самомотивации бездомного и появления у него желание изменить свое положение. Опять же, важна возможность для бездомного контактировать с клиентами, которые находятся на «высших» степенях и оценить элементарную разницу в быту при изменении своего статуса. Единственной, необходимым условием для изменения статуса и перехода на более высокую ступень является, при желании бездомного, прохождения медицинского обследования в лечебном учреждении.

3. Третий этап. Работа в стационарном учреждении с необходимостью обратного действия – приобретение соответствующего комплекса обязанностей по отношению к себе и Центра, где находится бездомный. Эта работа предусматривает параллельно с предоставлением им как услуг, предусмотренные на первых двух ступенях, так и качественно новых – возможность регистрации, восстановления и оформления удостоверения личности, лучшие бытовые условия, регулярное питание, возможность пребывания и жительства в центре на срок до 3 х месяцев, помощь в поиске постоянного рабочего места, психокоррекции, содействие в получении профессии, оформление пенсии, инвалидности, устройство в гериатрические и психоневрологические учреждения и тому подобное. Данный степень предполагает наличие уже установленных устойчивых контактов и доверия клиентов с закрепленными за ними социальными работниками и постоянный мониторинг достигнутых результатов. Показательно, в соответствии с деления на группы, отличие в социальном статусе и бытовых условиях клиентов, должно постоянно «подталкивать» последних к активным действиям. Однако, наряду с увеличением количества и улучшением качества определенных услуг, клиентов появляется определенный объем обязанностей, должно способствовать восстановлению социальных навыков. Клиенты должны практически самостоятельно, при сопровождении и консультационной помощи со стороны социального работника заниматься восстановлением и оформлением документов, встать на учет в центре занятости и тому подобное.

4. Четвертый этап. Работа в стационарном учреждении в передреабилитаційний период – периодический сопровождение с переборкой всей ответственности клиента за свои действия. Этот останий этап улучшает социальный статус и бытовые условия (проживание в общежитии в отдельных комнатах), но с параллельным ограничением предыдущих услуг Центра. Как правило, в эту категорию попадают клиенты полностью соблюдают правила для проживающих, имеющих постоянную работу и доход. Ограничения на определенный перечень услуг центра, которые они получали на предыдущих ступенях, непосредственно связанные с изменением ими

социального статуса. Так, например, они не обеспечиваются бесплатным питанием поскольку у них есть определенный доход и они могут себя самостоятельно обеспечивать. Это дает возможность восстанавливать и укреплять социальные навыки, связанные с планированием собственного бюджета, умением самостоятельно обслуживать себя и тому подобное. Таким образом, данная работа уже направлена более на развитие и закрепление навыков к самостоятельному проживания и служит своеобразным переходом к самостоятельному проживанию клиентов за рамками Центра. Необходимыми компонентами, которые должны дополнить данную технологию, является социальное сопровождение клиентов, проживающих за пределами Центра, и превентивная работа с потенциальными бездомными.

Итак, в процессе проведения исследования на тему: «особенности социализации с лицами без определенного места жительства» было установлено следующее: политика государственных социальных программ и негосударственных услуг бездомным гражданам должна подходить к решению их проблем дифференцированно. Услуги, предоставляемые бездомным, должны быть именно комплексными, рассчитанными на разные группы бездомных. Целью социальной работы является поддержка бездомных, которые находятся в кризисной ситуации, для дальнейшего уменьшения бездомности как социального явления.

Изложение основного материала исследования. При планировании политики по бездомности и создание услуг для этой группы клиентов, прежде всего, важно принимать во внимание особые потребности тех, кто относится к этой группе. Так, значительная часть бездомных предпочитают получить не только место для ночлега, а и санитарно-гигиенические услуги: длительное время они ведут бездомный образ жизни, привыкли к нему, их очень трудно, а часто и невозможно мотивировать к изменениям. Другая часть – таких гораздо меньше – нуждаются в поддержке и помощи для возвращения в общество, что связано с поисками работы, с восстановлением профессиональных навыков или приобретением новых, получением жилья. Это означает, что развитие различных видов услуг, ориентированные на различные группы клиентов. Как показывает опыт западных стран, система услуг для бездомных предусматривает несколько уровней поддержки и помощи:

А. приюты для бездомных или ночлежки. Лишь часть клиентов этих учреждений нуждаются в услугах следующих уровней;

Б. проекты проживания с предоставлением различных услуг и поддержки. Центр адаптации женщин без определенного места жительства, предназначен оказывать поддержку женщинам, которые способны найти работу, приобрести профессиональные навыки и т.д., является проектом именно такого типа. Аналогичную цель имеет Центр реабилитации и социальной адаптации благотворительного фонда «Дорога домой», в рамках которого клиенты получают жилье, питание, рабочие места и т.д.;

В. проекты по поддержке самостоятельного проживания, предусматривающих поддержку в получении жилья, предоставляемого социальными организациями, призванными заниматься потребностями соответствующей группы клиентов. Таким проектом может быть социальная гостиница или общежитие, где люди могут проживать определенное время, пока не в состоянии будут снимать собственное жилье;

Г. проекты самостоятельного проживания, участники которого арендуют жилье самостоятельно и получают поддержку от социальных агентств.

Следующим важным фактором, который важно учитывать при планировании услуг для бездомных людей, является их количество. Вероятно, на первый взгляд может показаться, что экономически выгодно создавать ночлежки или центры для большого количества клиентов. Но учитывая ценности социальной работы и существующий зарубежный опыт, количество клиентов, которых обслуживает организация или агентство, должна быть небольшой – в пределах 20-60 человек. При таких условиях социальные работники могут работать индивидуально с клиентами, учитывая особенности характера, возможности и склонности, что, в свою очередь, даст возможность выбрать для них те программы, которые в наибольшей степени соответствуют их потребностям. Кроме того, при таких условиях гораздо меньший риск возникновения конфликтов и недовольства со стороны жителей того района, где находится

агентство, работает с бездомными. Напротив, некоторые бездомные могут разными способами приобщиться к жизни в обществе. Закон Украины «О социальных услугах» создает новые возможности для дальнейшего развития системы помощи и поддержки для бездомных людей. В нем предусмотрено предоставление широкого спектра социальных услуг во временных приютах для взрослых; такие заведения могут работать как организации ночного или временного проживания граждан без определенного места жительства.[460] Поэтому изучение услуг, создание эффективных моделей подобных организаций, исследование их работы приобретают особую актуальность. Такой подход будет способствовать как удовлетворению потребностей клиентов и предотвращению их исключение из общества, так и уменьшению социальной напряженности.

Также в Украине есть специализированные центры и организации по работе с бездомными. Рассмотрим работу некоторых из них:

Организация работы с женщинами в Центре социальной адаптации. Центр социальной адаптации для женщин, не имеющих определенного места жительства, стал пилотным проектом в развитии услуг для бездомных женщин. Его особенностью является то, что услуги предлагаются только тем лицам, которые могут принять участие в программах, связанных с приобретением или восстановлением трудовых навыков, овладеть новой профессией или найти работу, рассматривается как важнейший фактор реинтеграции. Основной деятельностью, направленной на реинтеграцию женщин, занимаются сотрудники Отдела реинтеграции, персонал которого состоит из пяти социальных работников. Они совместно с сотрудниками отделения восстановительного лечения и профилактики и голландскими коллегами разработали ряд процедур, на которых основывается работа с клиентками Центра. В основу положена модель «Восемь шагов реинтеграции в общество», которая предусматривает следующие этапы. Работа с клиенткой начинается после ее «Обращение». На этапе «Первой собеседования» социальный работник проводит первичное интервью с клиенткой и вносит данные о ней в документ «Бланк первичного опроса». Если социальный работник принимает решение о соответствии клиентки критериям пребывания в Центре, он предоставляет информацию об условиях приема, программы, условия проживания в Центре, показывает Центр комнату, где женщина сможет проживать, рассказывает о возможностях проведения досуга. Основания для приема в Центр и основания, по которым клиентке может быть отказано в приеме в Центр, изложены в документе «Порядок приема и выписки подопечных Центра социальной адаптации для женщин, не имеющих определенного места жительства». Данные о лице, обращалась в Центр, также регистрируют в «Журнале первичных обращений». На этапе «Приема» социальный работник предоставляет информацию о клиентку директору Центра, который решает вопросы приема клиентов. Если решение положительное, то клиентка, по направлению Центра, должно пройти медицинское обследование и получить справку о состоянии здоровья. Это продолжается примерно три дня. Большинство клиенток посещали поликлинику вместе с социальным работником. Что касается женщин, которые не имеют паспорта, то по направлению Центра с целью установления лица, они должны обратиться в приемник-распределитель Главного управления Министерства внутренних дел, сообщить данные о себе, оставить отпечатки пальцев и через некоторое время получить справку, необходимую для подачи заявления о восстановлении паспорта. Если состояние здоровья клиентки удовлетворительное, инфекционных болезней не выявлено (перечень заболеваний, наличие которых не позволяет принять женщину в Центр, содержится в документе «Правила приема и выписки подопечных»), с ней заключают контракт «Соглашение о временном

Пребывание подопечной в Центре социальной адаптации для женщин, не имеющих определенного места жительства », где определяются обязательства и права обеих сторон. Предварительно клиентка знакомится с правилами приема и выписки подопечных и правилами внутреннего распорядка и обязуется их выполнять. После этого клиентка попадает в Отделение восстановительного лечения и, где находится на «карантине» около двух недель. После

[460]Соціальна робота : робота з конкретними групами клієнтів (3 ч.) / А.М. Бойко, Н.Б. Бондаренко, О.С. Брижовата та ін.; За ред. Т.В. Семигіної та І.М. Григи. – К. : Вид. дім Києво-Могилянська академія, 2004. – 166 с.

окончания периода карантина, если не обнаружено болезней, исключающих прием в Центр, клиентку размещают в комнату, где она будет жить. При наличии заболевания его направляют в больницу для прохождения курса лечения, а после его завершения она может быть принята в Центр. На этапе разработки процедуры приема женщин в Центр работникам пришлось решать множество проблем. Так, государственные медицинские учреждения обслуживают населения по территориальному принципу: бесплатные медицинские услуги можно получить только в поликлинике того района, где гражданин зарегистрирован (прописан). Поэтому лицо, не имеет паспорта, где указано место (район, город) регистрации, не имеет возможности бесплатно пройти обследование.

На этапе «Оценка» клиентка знакомится с социальным работником, который будет вести ее случай, определяются и структурируются проблемы. В работе с клиентом используют подход «case management», который в документах, регламентирующих работу Центра, называют «индивидуальным сопровождением». При таком подходе социальный работник вместе с клиенткой анализируют проблемы, устанавливают их приоритетность и отмечают, над какими проблемами можно работать одновременно.

На этапе «План сопровождения» социальный работник вместе с клиенткой разрабатывают план, целью которого является постепенное решение ее проблем. При этом принимают во внимание такие аспекты жизнедеятельности клиентки: статус, финансы, приобретение о социальной поведения, место проживания, трудоустройства, физическое состояние, психическое состояние, практические навыки самостоятельной жизни, занятость / организация досуга.

Следующий этап работы – «Осуществление сопровождения» – связан с непосредственными действиями клиентки и социального работника. Социальный работник организует необходимые для нее встречи с определенными специалистами в других организациях. Клиентка посещает их и отчитывается о результатах. На этом этапе очень важной оказывается такая функция соціального работника, как представительство и защита интересов клиентки. Прежде всего это касается случаев, когда клиентка идет на встречу, о которой заранее договорился социальный работник, однако получает формальный ответ или вообще не принимают. «Когда клиентка пыталась проконсультироваться у юриста этой организации, то он ей ничем не помог; когда на следующий день я пошла вместе с ней, то без проблем в тот же юриста мы получили ответы на все интересующие нас интересовали», – отметила социальный работник Центра.

На этапе «Оценка результатов» социальный работник анализирует вместе с клиентом достижения и выясняет, почему какие-то действия не были совершены, и почему они оказались неэффективными и вносит изменения в «План сопровождения».

Этап «Выход» предусматривает прекращение отношений социального работника и клиентки, которая завершила программу реинтеграции.

Деятельность благотворительного фонда «Дорога домой» в Одессе. Пожалуй, одним из старейших – ведь этот Центр работает с 1996 года – и, безусловно, самым известным в Украине проектом, направленным на поддержку бездомных людей, является благотворительный фонд «Дорога домой», работающий в Одессе. Немало социальных работников, представителей общественных и государственных организаций знают о работе этого фонда, посещали его и знакомились с его работой. Сотрудники благотворительного фонда, который сотрудничает с «Big Issue Scotland» (DFID) и Фондом «Евразия», открытые для обмена опытом, оказывают консультативную и информационную поддержку тем, кто заинтересован в развитии услуг для бездомных людей. В структуре благотворительного фонда действуют подразделения, имеющие целью поддержку бездомных людей: регистрационный центр; реабилитационное, регистрационно-консультативное отделение; отделение предоставления продуктово-вещевой помощи; центр реабилитации и социальной адаптации. Именно регистрационный центр отличает этот фонд среди всех организаций, действующих в Украине. Он расположен в центральной части города, недалеко от рынка «Привоз», где живут и находят себе средства к существованию много бездомных людей. Это обстоятельство чрезвычайно важно для успешной

работы таких организаций, потому что обычно представители власти пытаются размещать подобные заведения на окраине города или в пригороде. Однако для бездомных людей характерна невысокая мобильность: они пытаются находить места для ночлега там, где днем можно найти какие-то средства к существованию. Таким местом является именно центральные районы городов. Бездомные имеют немного возможностей передвигаться по городу, ведь общественный транспорт малодоступен для людей, и им просто добраться на край города для получения услуг.

Очевидно, что основные проблемы бездомных людей связаны не столько с отсутствием у них жилья, сколько с невозможностью – вследствие этого – реализовать большинство своих гражданских прав, самое главное из которых – это возможность работать. Потеря жилья для большинства людей автоматически означает потерю места, где они могут быть зарегистрированы (прописаны). В случае потери паспорта человек, который не имеет регистрации, предусмотренной Постановлением Кабинета Министров Украины «Об утверждении Временного порядка регистрации физических лиц по месту жительства» от 2003 года, практически лишается возможности его восстановить.[461] Все социальные услуги, помощи или выплаты, пенсии, регистрация в Центре занятости, медицинские и другие услуги можно получить только при наличии у лица паспорта. Устроиться на легальную работу для лица, не имеет паспорта, также невозможно. Образ жизни, который вынуждены вести люди, не имеющие определенного места жительства, связанный с риском быть ограбленным, потерять свои вещи и тому подобное. Поэтому важнейшей проблемой для бездомных людей является отсутствие документов, удостоверяющих бы их личность, прежде всего паспорта.

Действующая система помощи и поддержки для бездомных людей не в состоянии решить эту проблему. Поэтому главная идея деятельности регистрационного центра заключалась в том, чтобы лицам без определенного места жительства (бездомным), состоящих на учете в центре, выдавать паспорта без штампа регистрации, а также регистрировать их по юридическому адресу этого центра. Только после восстановления документов, как надеются сотрудники центра, почти четверть из общего количества тех, кто был его клиентом, смогут самостоятельно решить свои проблемы и избавиться от статуса бездомных. Однако для многих бездомных людей, особенно тех, кто имеет длительный «стаж» жизни на улице, только помощи в восстановлении документов бывает недостаточно. Типичными потребностями людей есть необходимость в санитарно-гигиенических услугах, одежде, получении работы и приемлемого жилья, лечении. (Последнее является чрезвычайно актуальной проблемой, потому что среди бездомных распространены заболевания туберкулезом, инфекционными заболеваниями кожи, болезни, передающиеся половым путем и т.д.). Большое количество бездомных людей с алкогольной или наркотической зависимостью нуждаются в лечении в наркологических клиниках; часть бездомных страдают психическими расстройствами.

Длительное проживание на улице приводит к потере социальных навыков – и многие из клиентов нуждается в поддержке и обучения, связано с представительством их интересов, с помощью в налаживании отношений с родственниками, в приобретении профессиональных навыков. Но эти виды услуг могут предоставлять и другие организации. Для социальных работников, которые пытаются организовать услуги для бездомных, важно не столько удовлетворить их потребности расширением спектра разнообразных услуг в пределах агентства или общественной организации, сколько наладить отношения с другими организациями и использовать их ресурсы и возможности для помощи и поддержки своих клиентов. Кроме того, проведя соответствующую работу в общине, удастся создать дополнительные возможности для помощи бездомным. Так, значительная часть ресурсов, имеющихся в распоряжении фонда «Дорога домой», предоставленная непосредственно одесситами; они приносят в центр вещи, одежду, книги и т.д., а его работники затем передают их бездомным.

Проект «Социальная реинтеграция бездомных» в Черновцах. Система поддержки и помощи для бездомных людей в Черновцах базируется на тесном сотрудничестве объединения

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[461] Соціальна робота : технологічний аспект : Навч. посіб. / А.Й. Кепська, О.В. Безпалько, Р.Х. Вайнола, О.В. Вакуленко, О.Г. Карпенко. – К. : ДЦССМ, 2004. – 362 с.

граждан «Народная помощь», австрийской организации «Фольксгильфе» и Черновицкой Городского совета и включает несколько проектов, осуществляемых за финансовые поддержке Европейской комиссии. В рамках одного из них, а именно «еда на колесах», предоставляется питание лицам без определенного места прожинания. Другой проект «Привлечение внимания общественности к проблемам бездомных людей» направлен на освещение в средствах массовой информации ситуации с бездомностью в городе, на проведение различных мероприятий с целью привлечения общественности города к решению проблем бездомных людей. В городе действует приют для лиц без определенного места жительства, который имеет возможность предоставить десяти бездомным временный ночлег и горячую пищу (обед, ужин). Кроме того, можно воспользоваться услугами душевой и прачечной, пройти общий медицинский осмотр, получить помощь в восстановлении документов с временной регистрацией по адресу организации. В начале октября 2003 открылся Центр ресоциализации бездомных, рассчитанный на 65 человек. Здесь будет работать квалифицированный персонал, а именно: социальные работники, психологи, врачи, постоянно предоставлять клиентам необходимую помощь. Клиенты Центра смогут получить такие виды социальных услуг: бесплатное питание, ночлег, санитарно-гигиенические процедуры, а также психологические и медицинские услуги, помощь в восстановлении утраченных документов, удостоверяющих личность и т.д.[462]

Выводы. Итак, главная идея деятельности регистрационного центра заключалась в том, чтобы лицам без определенного места жительства, состоящих на учете в центре, выдавать паспорта без штампа регистрации, а также регистрировать их по юридическому адресу этого центра. Только после восстановления документов, как надеются сотрудники центра, почти четверть из общего количества тех, кто был его клиентом, смогут самостоятельно решить свои проблемы и избавиться от статуса бездомных. Однако для многих бездомных людей, особенно тех, кто имеет длительный «стаж» жизни на улице, только помощи в восстановлении документов бывает недостаточно.

В процессе исследования мы определили особенности работы социального работника с лицами без определенного места жительства. Можно выделить следующее, 91% респондентов считают, что социальная работа должна предусматривать дифференцированный подход к решению проблемы бездомности. При планировании работы с бездомными и при создании услуг для этой группы клиентов, прежде всего, важно принимать во внимание особые потребности тех, кто относится к этой группе. При этом, практическая помощь социального работника не должна брать на себя мотивацию в клиента о возврате его к нормальному образу жизни.

Исследование не исчерпывает всех аспектов указанной проблемы. Дальнейшие научно-педагогические поиски предусматривают изучение теоретических и методологических особенностей социализации лиц без определенного места жительства.

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[462]Староверов В.І., Рощин Ю.Р. Соціальна реабілітація бездомних // Біженці. Динаміка переміщення. – К., 2004.

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3.12 LEGAL REGULATION OF CIVIL SERVICE IN UKRAINE IN THE CONTEXT OF EUROPEAN INTEGRATION

(Правовое регулирование прохождения государственной службы в украине в условиях европейской интеграции)

Одной из важных характеристик динамики современного украинского общества является гражданская инициатива как осознанная и активная деятельность на благо общества. В сочетании с такими нравственными категориями, как гражданский долг, гражданская совесть, она служит надежным средством дальнейшего поступательного развития гражданского общества в Украине. Согласно действующему законодательству, усиление гражданского общества как гарантии демократического развития определено одним из направлений внутренней политики Украины. Государственная политика в сфере формирования институтов и организаций гражданского общества предполагает усиление их взаимодействия с органами публичной власти, введение общественного контроля за деятельностью власти, проведение регулярных консультаций с общественностью. В основном, влияние на гражданское общество осуществляется за счет молодежи, а потому ее следует считать ключевым субъектом в данном процессе.

Сегодня, во время активных преобразований на пути Украины к европейской интеграции, все важнее становится модернизация прохождения государственной службы. Обеспечение эффективного процесса, внедрения норм международного права и имплементация положений законодательства некоторых европейских стран, направленные на совершенствование национальной регламентации прохождения государственной службы, значительным образом влияет на интеграцию Украины в международные структуры вообще и в частности европейские.

Действительно, тот курс реформ, которые взяла на себя Украина, требует значительных преобразований в сфере государственного управления и государственной службы, которая, в свою очередь, является важным фактором построения устойчивой и открытой взаимосвязи государства и общества.

Указанное объясняет актуальность исследования правового регулирования прохождения государственной службы в Украине в условиях европейской интеграции.

Государственное управление является открытой системой, которая должна меняться в соответствии с требованиями времени и с учетом опыта отечественной практики и практики «передовых» стран, поскольку их наработки могут способствовать значительному улучшению государственной службы Украины.

Украина, выбрав европейский вектор своего политико-экономического развития, задекларировала на законодательном уровне свое желание стать полноправным членом Европейского Сообщества. При этом следует иметь в виду, что Европейский Союз не имеет «acquis communautaire» в сфере государственного управления и сфере государственной службы. Последнее означает, что Европейский Союз не регламентирует вопросы государственной службы государств-членов и оставляет такое право каждой из стран.

В. М. Павличенко отмечает, что в Центральной и Восточной Европе и, в частности, в странах СНГ в течение прошлого десятилетия большинство усилий направлены на создание системы демократических институтов, которая определяет основы современного государства (распределение властных полномочий, обеспечения верховенства права), а также на внедрение базовых структур рыночной экономики[463].

Согласны, что главным фактором, определяющим демократию и принцип верховенства права в государстве является уровень правового регулирования прохождения государственной службы. Из сказанного вытекает необходимость разработки и определения гармоничного механизма сближения законодательства Украины с Европейским Союзом как условия

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[463] Павліченко В. М. Гармонізаційний механізм зближення законодавства України у сфері праці державних службовців із Європейським Союзом: теоретичні й практичні особливості.

интеграции Украины в Европейский Союз и наличия демократического и гражданского общества, в котором господствует принцип верховенства права[464].

Важным аспектом прохождения государственной службы является первоочередной шаг в данном процессе, которым является поступление на государственную службу. Считаем необходимым провести сравнительно-правовой анализ условий, предъявляемых желающим поступить на государственную службу лицам, предусмотренных законодательством различных европейских государств.

В законодательных актах большинства государств устанавливается требование к государственному служащему – гражданство соответствующего государства. Это обусловлено тем, что выполнение государственно-служебных полномочий представляет собой определенный государственный интерес. В связи с этим допуск к государственной службе иностранных граждан или запрещается, или значительным образом ограничивается. Однако, из указанного положения существуют исключения. В частности, в странах Европейского Союза граждане из других государств, которые являются государствами-членами Европейского Союза, имеют доступ к большинству должностей государственной службы. Такая практика, в частности, существует в ФРГ, Франции[465]. Но во Франции такое правило распространяется не на все должности. Некоторые сферы деятельности (юстиция, полиция, дипломатия, народное образование и т.д.) доступны только для граждан Франции.

В Украине требование принадлежности государственного служащего к гражданству Украины является нормой прямого действия, так как предусмотрено в Основном законе государства. Кроме этого, ст. 4 Закона Украины «О государственной службе» от 16.12.1993 предполагает, что право на государственную службу имеют исключительно граждане Украины. Действующий Закон Украины «О государственной службе» также содержит такое указание, но уже в самом определении государственного служащего (ч. 2 ст. 1)[466].

Что касается привлечения к государственной службе иностранных специалистов (в случае отсутствия у них украинского гражданства), то это представляется возможным только путем внесения соответствующих изменений в Конституцию Украины и благодаря дальнейшему разграничению должностей политических и административных. Например, изменения в законодательстве относительно вывода сотрудников патронатных служб из состава государственной службы будут способствовать решению вопроса допуска к государственной тайне, а иностранцы смогут без изменения гражданства на основе общего трудового права работать советниками министров, помощниками, консультантами президента и тому подобное.

Еще одним важным условием допуска к проведению конкурса на должность в государственной службе в странах Европы является владение государственным языком, что обусловлено характером работы государственных служащих, предполагает знание и активное использование государственного языка (или нескольких государственных языков) для выполнения возложенных задач и функций. Требование владения государственным языком установлено в Латвии и Литве. В Польше и Болгарии в базовых законах о государственной службе такое условие не фигурирует.

В национальное законодательство Украины требование свободного владения государственным языком введено п. 5 ч. 1 ст. 5 Закона Украины «О государственной службе». Фактически данная норма начала функционировать с 1 мая 2017 года. Так, на сегодня одним из документов, который подается лицом для участия в конкурсе на занятие вакантной должности государственной службы, является удостоверение аттестации относительно свободного владения государственным языком[467].

Также условием допуска к конкурсу в европейских странах является полная дееспособность лица. Такое условие содержится в Законе Чешской Республики «О службе

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[464] Павліченко В. М. Гармонізаційний механізм зближення законодавства України у сфері праці державних службовців із Європейським Союзом: теоретичні й практичні особливості.
[465] Лопушинський І. Вступ на публічну службу: європейський досвід для України.
[466] Про державну службу : Закон України від 10.12.2015 № 889 – VIII.
[467] Ibid.

государственных служащих в административных учреждениях и о вознаграждении государственных служащих и других работников административных учреждений». Однако речь идет именно об ограниченности ментальной дееспособности, в то время как определенные физические ограничения, по общему правилу, не являются препятствием для принятия на государственную службу[468].

Особенностью допуска к конкурсу государственных служащих является установление предельного возраста, как минимального, так и максимального. Минимальный возраст в большинстве европейских стран составляет по общему правилу 18 лет, однако в некоторых странах, например, в Дании, составляет 20 лет. Зато в Германии, в отличие от большинства европейских стран, минимальный возраст для занятия постоянных должностей государственной службы значительно выше и составляет 27 лет, ведь для того чтобы на них претендовать необходимо пройти длительную подготовительную службу. Для занятия многих ответственных должностей государственной службы минимальный возраст выше, что обусловлено объективной потребностью получения кандидатом на должность необходимого образования и прохождения специальной подготовки и приобретения опыта. Что касается Украины, то действующим Законом предусмотрено, что право на государственную службу имеют совершеннолетние граждане Украины.

Законодательство отдельных государств предусматривает максимальный возраст приема на государственную службу. Например, в Австрии таким возрастом является 40 лет, Франции – 45 лет, Бельгии – 50 лет. Поскольку эти страны относятся к «системе карьеры», согласно которой органы государственной администрации не заинтересованы в приеме на службу на небольшие сроки, ведь отставка государственных служащих по общему правилу наступает в 65 лет и пенсия в полном объеме устанавливается при наличии выслуги лет (30-40 лет). То есть, таким образом, государство пытается как можно эффективнее инвестировать средства в развитие кадрового потенциала. Однако во многих европейских странах, в частности, в Нидерландах, Швеции и Великобритании нет подобных возрастных ограничений, хотя и отмечается в соответствующих нормах, что государственный служащий должен быть способен служить в течение реального периода до отставки. Предельный возраст пребывания на государственной службе в Украине составляет 65 лет.

Конечно, как и для любого профессионального направления, необходимым условием является наличие соответствующего образования, необходимого для занятия той или иной должности. Однако, градация для занятия конкретных должностей государственной службы является очень значительной, ведь для занятия одних должностей достаточно полного среднего образования, а для других – обязательно наличие высшего образования со степенью бакалавра или магистра.

Отсутствие родства (кровного / матримониального) у претендента на должность с будущим непосредственным руководителем. Например, согласно статье 7 Закона Республики Латвия «О государственной гражданской службе», на должность государственной службы может претендовать лицо, которое не является родственником руководителя учреждения или непосредственного руководителя, хотя указанная норма содержит уточнение о возможности Кабинета Министров делать исключение из этого правила в случае, когда эта должность не может быть занята другим претендентом.

В Украине указанное выше охватывает категория «конфликт интересов». Закон Украины «О предотвращении коррупции» определяет потенциальный и реальный конфликт интересов. Под потенциальным конфликтом интересов законодатель регламентирует наличие у лица частного интереса в сфере, в которой он или она выполняет свои служебные или представительские полномочия, может повлиять на объективность или беспристрастность принятия ею решений, или на совершение или несовершение действий во время выполнения указанных полномочий. Под реальным конфликтом интересов – противоречие между частным интересом лица и его служебными или представительскими полномочиями, что влияет на

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[468] Лопушинський І. Вступ на публічну службу: європейський досвід для України.

объективность или беспристрастность принятия решений, или на совершение или несовершение действий при выполнении указанных полномочий[469].

В Европе конфликт интересов преодолевается путем обнародования деклараций об интересах, доходах и имуществе. Это предусмотрено законодательством некоторых европейских государств – Польши (для всех местных выборных должностных лиц), Великобритании (декларации о подарках лицам, занимающих политические должности, декларации об интересах членов парламента являются общедоступными), Латвии (все декларации являются общедоступными). Законодательство Франции и Венгрии обнародования деклараций не предусматривает[470]. В Украине указанные вопросы регулируются уже упомянутым Законом Украины «О предотвращении коррупции», содержащий отдельные разделы – раздел V «Предотвращение и урегулирование конфликта интересов», и раздел VII «Финансовый контроль», в котором предусматривается обязанность лиц, уполномоченных на выполнение функций государства или местного самоуправления, подавать путем заполнения на официальном веб-сайте Национального агентства декларацию[471].

Таким образом, условия поступления на государственную службу могут быть объективно отличными в разных странах, однако можно выделить целый ряд условий, которые были принятыми в большинстве стран Европы: принадлежность к гражданству государства; полная дееспособность лица; владение государственным языком; пребывания в пределах определенного возраста; наличие соответствующего образования; отсутствие судимости за умышленные преступления; отсутствие кровного или матримониального родства с будущим руководителем; физическая пригодность к занятию должности; непринадлежность к запрещенным организациям; предыдущий профессиональный опыт; прохождения подготовительной службы и другие.

Общепринятым является то, что отбор на должность государственной службы осуществляется на конкурсной основе. В основном для стран Европы характерен «конкурс документов» (отбор конкурсной комиссией кандидатов, отвечающих установленным и объявленным требованиям, согласно представленным документам). Эта стадия по законам многих стран должна быть завершена представлением второго объявления о кандидатах, соответствующих конкурсным требованиям и допускающихся к следующим этапам конкурсной процедуры. В частности, в Польше после окончания срока для представления документов генеральный директор учреждения безотлагательно распространяет список кандидатов, которые отвечают формально определенным в объявлении о наборе требованиям, разместив по тем же правилам, что и первичную информацию о конкурсе. Считаем такую процедуру проведения конкурса неуместной для внедрения в Украине.

Установление результатов проведенных испытаний является прерогативой конкурсных комиссий, которые: отбирают до трех человек (Польша); отбирают одного или нескольких кандидатов (Эстония, Латвия) составляют список заявителей в порядке мест, которые они заняли во время конкурсного отбора (Чехия). В первых двух случаях остаются определенные дискреционные полномочия для органа назначения, хотя отбор объективно сужают до достойных кандидатов, предлагаемых конкурсной комиссией.

Эффективность деятельности органов государственной власти тесно коррелирует с реформами, проводимыми в стране, и является одним из направлений совершенствования управления социально-экономических систем в современном обществе. На сегодня в Украине особенно остро стоят вопросы качества предоставления государственных услуг, результативности и эффективности профессиональной деятельности государственных служащих, зависимости вынесенных решений от политических влияний или соображений. Именно поэтому оценивание деятельности государственных служащих является важным инструментом объективного контроля результатов деятельности государственных органов в

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[469] Про запобігання корупції : Закон України від 14.10.2014 № 1700–VII.
[470] Кірмач А. В. Конкурсна процедура прийняття на державну службу : європейський досвід правового регулювання.
[471] Про запобігання корупції : Закон України від 14.10.2014 № 1700–VII.

контексте выполнения их комплексных задач и одним из важных звеньев прохождения государственной службы[472].

Исследование зарубежного опыта позволяет определить важную роль оценки государственных служащих. Периодичность проведения аттестаций отличается в зависимости от страны и от вида службы. Но в большинстве европейских государств аттестация чиновников осуществляется ежегодно, хотя и имеющиеся колебания от шести месяцев в Финляндии до двух лет в Бельгии. Таким образом, аттестация является постоянным мониторингом эффективности деятельности государственных служащих и средством управления персоналом. С целью обеспечения объективности аттестационной процедуры для ее проведения создаются специальные комиссии с участием руководителя учреждения, непосредственного руководителя служащих, аттестуются, представителя кадровой службы, профсоюзов, коллег по работе. В Эстонии возможно также привлечение в состав конкурсно-аттестационных комиссий ученых и независимых специалистов, по договоренности с ними[473].

Оценка деятельности аттесуемых служащих может предусматривать достаточно широкий круг показателей. Например, согласно чешскому законодательству, аттестация государственного служащего включает оценку: соблюдение верности государству и воздержание от злоупотребления должностью государственным служащим; надлежащее выполнение службы в отношении правильности, целесообразности и самостоятельности; соблюдение служебной дисциплины; результаты обучения. Таким образом, оцениваются не только формальное выполнение должностных обязанностей, но и степень лояльности служащего, склонность (неподверженность) к коррупционным действиям, повышение квалификации. В Дании и Финляндии дополнительным критерием оценки выступает социальное поведение служащего, также этот критерий применяется в Германии[474].

На данный момент в Украине оценка государственных служащих осуществляется в соответствии с Типовым порядком проведения оценки результатов служебной деятельности государственных служащих, утвержденного постановлением Кабинета Министров Украины от 23 августа 2017 № 640[475]. В соответствии с этим подзаконным нормативно-правовым актом, целью оценки является определение качества выполнения государственным служащим поставленных задач, а также принятия решения о его премировании, планирование служебной карьеры, определение потребности в профессиональном обучении.

Антикоррупционная политика способствует повышению эффективности государственной службы. В большинстве государств созданы механизмы, которые существенно решают вопрос преодоления коррупции как негативного явления, чаще всего прослеживается именно в государственно-управленческой сфере. Такие механизмы ограничивают влияние коррупции в результате чего она не представляет серьезной опасности для нормального функционирования государственного аппарата. В частности Финляндия, Исландия, Дания, Нидерланды, Люксембург, Швеция. Канада, Норвегия относятся к ряду стран, которые создали действительно действенный механизм противодействия коррупции. Организационные основы антикоррупционной деятельности в указанных странах различаются, но единодушны в усилиях по организации активного противодействия коррупционным проявлениям и созданием правовой базы такого противодействия[476].

Нидерланды являются ярким примером проведения борьбы с коррупцией в комплексном измерении. Так, предупреждение коррупционных проявлений в указанной стране осуществляется посредством осуществления ряда мероприятий, среди которых:

  ☐ отчетности о выявленных коррупционных проявлениях и обеспечения его гласности;

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[472] Шавло І. А. Оцінювання результатів службової діяльності державних службовців : проблеми та шляхи їх вирішення.

[473] Шатун В. Оцінювання та атестація державних службовців у руслі європейського та світового тренду.

[474] Кірмач А. В. Конкурсна процедура прийняття на державну службу : європейський досвід правового регулювання.

[475] Про затвердження Типового порядку проведення оцінювання результатів службової діяльності державних службовців.

[476] Чемерис І. Зарубіжний досвід протидії корупції в системі державного управління.

акцентирование на общественно-вредных последствиях коррупции для общества и последствиях для личности преступника – наказание за коррупционные действия;

 разработка системы мониторинга возможных мест возникновения коррупционных действий в государственных и общественных организациях и строгого контроля за деятельностью лиц, которые там работают;

 создание системы прав и обязанностей должностных лиц по определению меры ответственности за нарушение этики и коррупционные проявления.

Целесообразным считаем использовать действенные механизмы европейских стран для повышения качества борьбы с коррупцией, привести национальное антикоррупционное законодательство в соответствие с международно-правовыми стандартами на основе научного исследования и разработки способов имплементации положений международных документов. Понятно, что меры предупреждения проявлений коррупции должны базироваться на принципах законности, гласности, неотвратимости наказания за коррупционные правонарушения, восстановления нарушенных прав, возмещении гражданам, их объединениям, государству ущерба от правонарушений, связанных с коррупцией. Эти меры необходимо рассматривать как неотъемлемую составляющую реформы системы государственного управления.

Гражданское общество играет большое значение в гармонизационных процессах сближения законодательства Украины с Европейским Союзом. К институциональным механизмам, обеспечивающих открытый и демократический характер государственного управления Европейского Союза относятся: органы и институты, обеспечивающие основу для привлечения региональных и местных органов власти и управления в процесс принятия решений на общенациональном уровне; консультативные институты, объединяющие представителей различных социально-экономических слоев и институтов гражданского общества, в частности производителей, фермеров, перевозчиков, рабочих, дилеров, народных мастеров, потребителей, профессиональных объединений и ассоциаций по общим интересам. По такому принципу построены, например, Комитет по социально-экономической политике, который действует как на уровне Европейского Союза, так и в некоторых странах – членах ЕС[477].

Последовательность – один из принципов обеспечения реформы национального законодательства Украины. При имплементации европейских достижений, надо учитывать политические, правовые и культурные особенности, ведь не все рекомендации могут быть удачно сопоставлены с государственно-правовой действительностью.

Учитывая вышесказанное, определим аспекты улучшения правового регулирования прохождения государственной службы с описанием особенностей гармонизационных механизмов сближения законодательства Украины с Европейским Сообществом:

- реформа системы функционирования государственной службы должна иметь последовательный и поэтапный характер, ведь кардинальные изменения могут иметь неизбежные негативные последствия;

- учитывая публичный характер института государственной службы как неотъемлемого элемента национального суверенитета Украины, невозможным является навязывание конкретной модели государственной службы, которая не является приемлемой для украинского общества;

- необходимо разработать четкий механизм гармонизации, что представляет собой систему внутренних процессов, осуществляемых с целью конкретно определенных политических целей;

- основным назначением реформы института государственной службы Украины является качественное повышение эффективности работы государственных служащих;

- в основе разработки гармонизационных механизмов должны лежать следующие принципы, которые привлекают к участию гражданское общество: открытость, участие общественности, подотчетность, эффективность и слаженность;

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[477] Оржель О. Ю., Палій О. М., Кравчук І. В. Європейський досвід державного управління : курс лекцій.

- реформа антикоррупционного законодательства является неотъемлемой частью процессов реформирования законодательства в сфере труда государственных служащих, обусловливается наличием как в Украине, так и за рубежом высокого коэффициента коррупции в системе государственной службы, является недопустимым ни для государства-члена Европейского Сообщества, ни для государства, которое декларирует себя на конституционном уровне правовой, социальной и демократической.

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3.13 THE IMPACT OF EDUCATION ON THE FORMATION OF VALUE ORIENTATIONS OF YOUTH IN THE FRAMEWORK OF THE INFORMATION SOCIETY
(Влияние образования на формирование ценностных ориентиров молодежи в контексте информационного общества)

Компьютеры, Интернет и связанные с ними информационные технологии, социальные сети предоставляют качественно новые изменения процессам современной жизни человечества. Еще в 1973 году американский социолог Д. Белл заметил, что постиндустриальное общество – это информационное общество. В рамках информационного общества меняется большинство сфер жизнедеятельности человека. Интенсивное развитие коммуникативных технологий не могло не коснуться такого аспекта, как взаимоотношения между людьми и не повлиять на процесс формирования личности. Проблема межличностного общения в новом информационном формате и изменений во внутреннем мире людей становится всё более актуальной.

Соответственно необходимо проанализировать результаты влияния информационно-коммуникативных технологий в процесс формирования современной молодой личности и определить пути влияния стороны образования на этот процесс. Для этого мы дадим определение информационному обществу и виртуальной реальности; рассмотрим феномены дружбы и любви, как предпосылки существования и познания личности, в частности в ее гуманистическом плане; определим положительные и отрицательные результаты воздействия виртуальной реальности на личность и межличностные отношения и предложим пути влияния образования на развитие личности в контексте информационного общества.

В данной работе мы опираемся на результаты фундаментальных исследований в области философии, политологии и педагогики.

Вначале проанализируем термины, которые используются в этом исследовании.

Так, термин«информационное общество» впервые появился в странах Северной Америки и Западной Европы. Американский социолог Д. Белл констатировал, что революция в организации и обработке информации и знаний, где центральную роль играет компьютер, развивается в контексте того, что называется постиндустриальным обществом. Профессор В. Мартин под информационным обществом подразумевал развитое постиндустриальное общество, которое возникшее прежде всего в странах развитой демократии и рыночной экономики: Япония, США и Западной Европе, в которых в 1960-70-х годах сформировалось постиндустриальное общество.

Д. Белл и В. Мартин пытались выделить и сформировать основные характеристики информационного общества по следующим критериям.

- Технологический: ключевой фактор – информационные технологии, которые широко используются в производстве, учреждениях, системе образования и быту.

- Социальный: информация выступает в качестве важного стимулятора изменения качества жизни, формируется и утверждается «информационное сознание» благодаря широкому доступу к информации.

- Экономический: информация формирует ключевой фактор в экономике в качестве ресурса, услуг, товара, источника добавленной стоимости и занятости.

- Политический: свобода информации, ведущая к политическому процессу, который характеризуется растущей участием и консенсусом между различными классами и социальными слоями населения.

- Культурный: признание культурной ценности информации путем содействия утверждению информационных ценностей в интересах развития отдельного индивида и общества в целом[478].

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[478]Абрамов М. Г. Влияние информационных технологий на старшеклассников. / М. Г. Абрамов // Человек – 2007. – № 3. – С. 85-92.

При этом вышеуказанными известными учеными особо подчеркивается мысль о том, что коммуникация представляет собой ключевой элемент информационного общества.

Следует отметить, что с понятием информационного общества тесно связано понятие виртуальной реальности. Виртуальная реальность – особая категория, которая стоит на одном уровне с такими категориями как время, пространство, сущность, позволяет в едином плане рассматривать реалии, относящиеся обычно к различным типам знаний: естественных, гуманитарных и технических.Как отмечают в своих трудах исследователи данной проблемы, особенностью виртуальной реальности является то, что ее реальность основана главным образом на расторжении всех возможных каналов связи с внешним миром, кроме самого технического устройства виртуальной реальности[479].

Сторонников становления виртуальной культуры становится все больше. По мнению большинства исследователей «виртуалистика» становится одним из направлений современной культуры. Человечество постепенно переходит от письменной культуры – к экранной, от индустриальной цивилизации – к информационной[480].

Информационный аспект развития современного общества не мог не отразиться на моральных ценностях и внутреннем мире человека. Виртуальная реальность коснулась таких общечеловеческих ценностей как любовь и дружба, которые являются одними из самых главных гуманистических основ личности. Более того, можно уже говорить про то, что виртуальная реальность современного информационного общества уже успела в определенной мере их трансформировать.

Многие ученые исследовали духовные ценности человека, в том числе таких как любовь и дружба. Далее мы проведем краткий анализ некоторых работ, чтобы увидеть, как исторически менялось отношение к этим ценностям.

Попытки объяснить природу любви были сделаны еще во времена Древней Греции. Так, в произведении «Пир» Платон излагает миф о происхождении людей и объясняет влечение мужчины к женщине тем, что когда-то они были одним целым, пока Зевс не поделил андрогенов пополам. Также Платон рассказывает о природе любви через описание бога Эрота, его внешность и характер. Эрот унаследовал бессмертие от отца и смертность от матери, поэтому любовь может родиться и умереть в один и тот же день. Вгреческом языке есть несколько слов для обозначения любви: эрос, филия, сторге и агапэ. Еще одно мнение о происхождении любви выражает Аристотель. Он говорит, что «филия» заложена в человеке изначально, что она является творением природы. Первая любовь в жизни человека – это любовь к главе семьи.

В семье все отношения должны строиться на принципах любви, для гармоничного существования, особенно по отношению к главе семьи. В Древней Греции любовь ценилась высоко.

В том же произведении Платона «Пир» содержится истинное прославление любви, более того, там говорится и о еёнравственном смысле[481].

Позже христианство принесло в мир новое понимание любви, во многом противоположное античном точки зрения. Христианство признает всеобъемлющую любовь. В качестве главных заповедей Иисус Христос выдвигает две, и к тому же, он их объединяет. Первая заповедь о том, что человек должен полюбить господа своего всем сердцем. Вторая заповедь побуждает человека полюбить ближнего, как самого себя. Понятие ближнего в Ветхом Завете относилось только к жителям Израиля, в Новом Завете оно стало значительно распространяться на всех людей, независимо от их места проживания и национальности. Первой заповедью Иисус Христос называет любовь к Богу, но она не может быть реализована без

[479]Абрамов М. Г. Влияние информационных технологий на старшеклассников. / М. Г. Абрамов // Человек – 2007. – № 3. – С. 85-92.

[480]Белл Д. Грядущее постиндустриальное общество [пер. с англ. В. Л. Иноземцева] / Д. Белл. – М. : Академия, 2004. – 788 с.

[481]Платон. Федон; Пир; Федр; Парменид [пер. с древнегреч.С. А. Ананьина и др.] / Платон. – М. : Мысль, 1999 – 526 с. – (Философская мысль).

выполнения второй заповеди, любви к ближнему. Любовь к ближнему, то есть к каждому человеку – в Новом Завете главное условие любви к Богу, главная ступенька на пути к нему[482].

Одним из первых христианских философов, который коснулся темы любви, является Аврелий Августин. Он проводит четкую границу между любовью и страстью. Любовью он называет стремление насладиться Богом ради него самого, а также собой и ближними ради Бога. Страсть, по его мнению, – это стремление наслаждаться собой и ближним не ради Бога. Настоящая любовь подобна песни, посвященной Богу; ее можно петь молча, ведь любовь сама является голосом Бога[483].

Наконец отметим, что эпоха Возрождения вернула античное представление о любви. Любовь снова стало рассматриваться как космическая сила.

Ф. Бэкон – английский мыслитель позднего Возрождения, с одной стороны, с уважением говорил о принципах христианской любви, а с другой стороны, уделил внимание и «земной» любви, подвергнув его детальному анализу. Христианская любовь, по его мнению, является вместилищем всех добродетелей. Она воспитывает в человеке добрый нрав лучше, чем любой учитель этики. Такая любовь успокаивает душу и избавляет ее от лишних страстей. Поэтому только одна христианская любовь не может быть чрезмерной. Рассуждая о земной любви, он не хвалит его, но и не осуждает, ведь не имеет достаточных оснований на то или другое. Он выделяет два ряда аргументов за любовь и против: «За любовь выступают следующие аргументы: благодаря любви человек находит самого себя; большая страсть – лучшее состояние души; без любви человеку все кажется простым и скучным; любовь спасает от одиночества. Против любви: любовь является хорошей на сцене – в виде комедии или трагедии, но в жизни она приносит много несчастий. Любовь рождает у людей противоречия во мнениях и оценках. Она делает людей одержимыми одной мыслью, навязывает им слишком узкий взгляд на вещи»[484].

Французский философ и математик, один из основателей философии Нового времениР.Декартпытался подвергнуть любовь научно-теоретическому анализу.

Вместо старых классификаций Р. Декарт предложил различать три вида любви: привязанность, дружба и благоговение. Эти виды любви различались не по предметам, на которые они направлены, а по степени ценности, которую люди добывают при сравнении с собой. Если предмет ценится ниже себя, то это привязанность, если на одном уровне с собой дружба, а если больше себя, то это уже благоговение. Р. Декарт считал, что человек сливается в одно целое с объектом своей любви: «При этом представляется нечто целостное, одной частью которого считают себя, а другой – то, что любят»[485].

Среди философских рассуждений о любви, значительная роль принадлежит русскому философу В. Соловьеву, который написал работу «Смысл любви». Обычная забота о себе вдруг меняет направление, переходя на другого человека. Ее интересы, проблемы становятся теперь твоими собственными. Перенося внимание на другого человека, происходит интересная ситуация – это внимание как проходит везде мощный усилитель и становится намного сильнее, чем внимание к самому себе. Более того, только большая любовь раскрывает духовно-творческий потенциал личности. Это признается почти каждым, даже тем, кто никогда не испытывал на себе этого чувства. В. Соловьев понимает любовь не только как субъективно-человеческое чувство, любовь для него выступает как космическая, сверхъестественная сила, действующая в природе, обществе, человеке. Это сила взаимного притяжения. Человеческая любовь, прежде всего половая, является одним из проявлений любви космической[486].

Среди украинских философов проблему человеческих взаимоотношений исследовали такие классики, как Г. Сковорода, П. Юркевич. Например, Г. Сковорода утверждает, что

[482]Бэкон Ф. О достоинстве и приумножении наук / Ф. Бэкон. – М.: Мысль, 1978. – 509 с. – (Сочинения в 2-х томах).

[483]Аврелий А. О супружестве и похоти / А. Аврелий. – Москва: ИФ РАН, 1994. – 404 с.

[484]Бэкон Ф. О достоинстве и приумножении наук / Ф. Бэкон. – М.: Мысль, 1978. – 509 с. – (Сочинения в 2-х томах).

[485]Декарт Р. Страсти души [пер. с фр. В. В. Соколова] / Р.Декарт. – М.: Мысль, 1989. 654 с. (Философское наследие).

[486]Соловьёв В. С. Смысл любви. / В. С. Соловьёв. – М.: Современник, 1991. – 524 с. – (Избранные произведения).

сущностью любви является забота о любимом человеке. В то же время, П. Юркевич считает, что в основе любви должны быть принципы христианских взаимоотношений[487].

Таким образом, можно сделать вывод, что основная суть размышлений известных философов и ученых разных исторических эпох о любви сводится к тому, что в основу любви возложена любовь к ближнему и необходимость заботы о любимом человеке. Безусловно понимание дружбы и любви исторически менялось и имело свои особенности в разные времена, как и в современную эпоху информационных технологий.

Рассмотрим далее осмыслению любви в контексте формирования ценностных ориентиров молодежив информационном обществе.

Считаем, что значительное внимание процессам трансформации общества уделял современный немецкий ученый Ю. Хабермас. Так, по его мнению, общество – это сеть коммуникативных коопераций, связывающие социализированных индивидов друг с другом на фоне культурных традиций и обеспечивают тем самым социальную интеграцию. В основе общественной модернизации (перехода от примитивных до сложно организованных обществ) лежит рационализация жизненного мира. Последняя проявляется прежде всего в его структурной дифференциации, ведущей в отделение институциональной системы, приобретает динамизм, от системы образов мира, которые, в свою очередь, рационализируются, к автономизации личности по отношению к общественным институтам, к развитию рефлексивно-критического отношения личности в унаследованных традиций и тому подобное. Соответственно, набирает обороты генерализация ценностей, все более свободным становится коммуникативное действие от конкретных и унаследованных образцов поведения. Возникают объединения открытой сообщества, в которых нормы и ценности свободно производятся, а не навязываются.

Тем самым рационализированный живой мир делает возможными такие интеракции, которые руководствуются не нормативно прописанной согласия, а аргументированно достигнутым консенсусом. Картины мира, которые раньше воспринимались автоматически, нормативно-ценностные представления, общественные институты должны отныне получать оправдание через свободно аргументированное обсуждение сообществом. Общественная модернизация означает раскрепощение потенциала рациональности, который заложен в коммуникативном действии. Однако процесс рационализации жизненного мира связан с внутренней дифференциацией общественной системы, вызывает рост неуправляемой сложности. Каждая новая область дифференциации системы открывает простор дальнейшему росту сложности, то есть для дальнейшей функциональной специализации и соответствующей более абстрактной интеграции дифференциации, имевших место быть[488].

В современном информационном обществе в 21 столетии популярным средством коммуникацииособенно среди молодежи становятся компьютер или смартфон, которые способствуют общению людей путем использования Интернет-технологий.

Положительные и отрицательные аспекты влияния информационных технологий на молодое поколение анализирует исследователь М. Абрамов. Он отмечает, что «человек перед компьютером вступает в интеллектуально-коммуникативное взаимодействие не только и не столько с определенной программой, сколько с коллективным субъектом, стоит за ней, реальной сообществом людей, чей опыт и знания являются« свернутыми».[1]Поэтому, не теряя собственных источников активности, личность имеет в этом случае дополнительные возможности для роста – на основе разнообразия форм и уровней взаимодействия с компьютером. Вместе с тем есть и опасность негативного развития личности. Многофункциональность, скорость и другие полезные качества компьютера делают из него блестящего ассистента. Однако его назначение состоит не в том, чтобы подменять человека и

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[487]Хабермас Ю. Моральное сознание и коммуникативное действие [пер. с нем. В. Л. Иноземцева] / Ю. Хабермас. – М.: Академия, 2004. – 788 с.
[488]Ibid.

становиться близжайшим существом, а помогать ему, облегчая его труд. Современные Интернет-технологии снижают степень социализации личности[489].

Ю. Палагнюк в своих работах обращает особое внимание на гарантирование свободы масс-медиа, в том числе в Интернет, который наименее из всех видов масс-медиа в 21 столетии подвержен политическим влияниям[490]. Кроме того, автор подчеркивает, что «общей тенденцией не только в странах Центрально-Восточной Европы, а в странах Западной Европы сейчас является уменьшение популярности печатных СМИ, сохранения популярности аудиовизуальных медиа за последние десятилетия и завоевания Интернетом рынке средств массовой коммуникации[491,492].

Интернет значительно облегчил процесс знакомств и поиска партнеров, любовь во всех формах стала более доступной. Особенностью этого процесса является то, что ценность любви все более оттесняется желанием найти временные и ни к чему не обязывающие знакомства с целью удовлетворения сексуальных потребностей. Глубокие чувства, в основе которых лежит любовь, забота, взаимоуважение, обесцениваются.

Все это проявляется в поведении людей и имеет социальные последствия – люди становятся неспособными на долгосрочные отношения, в состоянии создавать семью и брать на себя обязательства. Поэтому и понятие семьи теряет свою сущность, заключенные браки быстро разрываются, растет количество неполных семей. Более того, молодежь все чаще живёт в так называемом «гражданском браке», который более старшее поколение, которое воспитывалось на других ценностях, в общем не считает моральным.

Следует также отметить, что современное информационное общество дало возможность молодёжи осуществлять знакомства через Интернет. Познакомиться на специальных сайтах в Интернете или в социальных сетях легко и доступно для всех, кто умеет пользоваться современными информационными технологиями: мужчины и женщины, юноши и девушки любого возраста, внешности, социального положения, женаты и свободные могут быстро найти друзей и единомышленников, секс-партнера и спутника жизни, общения любого уровня. Кроме того, Интернет существенно облегчил решение проблемы знакомства для людей с ограниченными возможностями: в сети они чувствуют себя полноценно и имеют все шансы встретить истинную любовь. Молодые мужчины и женщины, черта характера которых застенчивость, в реальной жизни не могут подойти к понравившемуся представителю противоположного пола, а в сети они чувствуют себя более свободными и знакомства в сети для них – хороший способ избавиться от одиночества и устроить свою личную жизнь.

Соответственно, мы выделяем как негативные, так и позитивные моменты знакомства в Интернете и поиска там дружбы и любви.

Тема интернет-знакомств широко обсуждается в сети. На многочисленных форумах и специализированных сайтах высказываются разные мнения по этому вопросу. Большинство из них: какими бы легкими ни были виртуальные знакомства, чувства, которые имеют мужчины и женщины, вполне реальные, а чаще они значительно ярче тех, что появляются во время вербального общения. Очень часто такие знакомства плавно переходят в плоскость реальной жизни, когда ребята, что познакомились в сети, создают семью. Иногда любовь, появившееся в сети, оказывается прочнее того, что возникло во время других путей знакомств.

Понятие дружбы также претерпело изменения, люди стали общаться и дружить на расстоянии, находя общие интересы на интернет-форумах, в социальных сетях, при этом не

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[489]Абрамов М. Г. Влияние информационных технологий на старшеклассников. / М. Г. Абрамов // Человек – 2007. – № 3. – С. 85-92.

[490]Палагнюк Ю.В. Свобода засобівмасовоїінформації в РеспубліціПольща та Україні у результатімедіа реформ / Ю. В. Палагнюк // Науковіпраці: Науково-методичний журнал. Т. 79. Вип. 66. Політичні науки. – Миколаїв: Вид-во МДГУ ім. Петра Могили, 2008. – С. 73-78.

[491]Палагнюк Ю. Діяльність Національної експертної комісії з питань захисту суспільної моралі в Україні / Ю. Палагнюк // Сучасна українська політика. Політики і політологи про неї. – Київ – Миколаїв : Вид-во ЧДУ ім. П. Могили, 2010. – Вип. 19. – С. 52-59.

[492] Палагнюк Ю. В. Державне регулювання аудіовізуальних засобів масової комунікації: європейський досвід та Україна: [монографія] / Ю. В. Палагнюк. – Миколаїв : Вид-во ЧДУ ім. Петра Могили, 2012. – 236 с.

имея реальных встреч и контактов. И.С. Кон дает следующее определение дружбы: «В отличие от деловых, функциональных отношений, основанных исключительно на общности занятий и соответствующем распределении обязанностей, дружба – это отношения тотально личностные, которые сами по себе являются благом. В отличие от родства или общества, обусловленного принадлежностью к одному коллективу, связанного узами групповой солидарности, дружба является индивидуально избирательной, добровольной, основанной на взаимной симпатии. Наконец, дружба – отношения глубокие и интимные, предусматривающие не только взаимопомощь, но и внутреннюю близость, откровенность, доверие, любовь. Недаром мы называем друга собственным alterego »[493]. Считаем, что следует задуматься, можно ли надеяться на доверие и откровенность с виртуальными друзьями.

В последнее время появилось понятие «Виртуальный брак» – форма постоянных отношений через интернет между пользователями с их регистрацией на специализированных сайтах. Виртуальный брак юридически не является браком и не признается государством и некоторыми мировыми религиями, но при этом имитирует институты заключения брака, регистрации, семейной жизни, которые приняты в обществе, виртуальные семьи даже заводят виртуальных детей. Подобные браки на расстоянии очень популярны среди молодежи. В Китае уже было зарегистрировано 50000 виртуальных браков.

Правоведы из исламского университета «Аль-Азхар» утверждают, что браки через Интернет не являются законными и противоречат шариату, который детально разработал всю процедуру свадьбу по мусульманским обычаям. Например, жених и невеста должны заявить о согласии вступить в брак в присутствии свидетелей, находясь в одной комнате, а не на расстоянии, обязательным является согласование родственников и т.д.

Принимая во внимание эту повышенную заинтересованность виртуальной жизнью молодежи и не отрицая положительные стороны информационно-коммуникативных технологий, считаем, что их негативное влияние на сознание молодых людей нужно уменьшать. Особенно это касается сознания детей и подростков, которые проводят часы перед экранами компьютеров.

Образование – один из институтов, которые являются наиболее ответственными за процесс формирования личности. Современная система образования и воспитания также развивается в условиях информационного общества и является его частью. Необходимо отметить, что сегодня учебный процесс интенсивно стимулирует детей и подростков к использованию информационно-коммуникативных технологий при обучении. Иногда дети садятся за компьютер раньше, чем учатся писать и читать. В школах, техникумах, вузах изучение информатики является обязательным. Дети получают многочисленные задачи по другим предметам, которые тем или иным образом связанные с информационно-коммуникативными технологиями. Поиск нужной информации ведется уже не в библиотеках, а в Интернете. Большинство работ требует оформления с помощью компьютера. Все расчеты производятся с использованием соответствующих электронных программ. Детей все меньше интересует реальная жизнь. Реальное общение с друзьями подменяется виртуальным. Дети меньше играют в спортивные игры, предоставляя преимущества компьютерным. Театры, книги и музеи вообще почти не интересуют подрастающее поколение, ведь гораздо интереснее найти развлечение, сидя перед монитором. Возможно на первый взгляд опасность незаметна, но результатом является изменения в интересах, нравственных ценностях, отношениях, даже ухудшение здоровья, как психического, так и физического.Конечно нельзя запрещать детям пользоваться технологиями, но надо стараться ограничивать это использование определенной мере.

Можно предложить следующие виды действий в этом направлении в контексте системы образования для противостояния негативному влиянию информационно-коммуникативных технологий на личность человека.

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[493]Кон И. С. Дружба: этико-психологический очерк. / И. С. Кон – М.: Подитиздат, 1987. – 348 с. (Личность. Мораль. Воспитание: сер.худож. – Публицист.и научно-попул. изд.).

Во-первых, начинать работу в данном направлении с родителей – объяснять, что они должны контролировать количество времени, которое их ребенок, подросток проводит перед компьютером.

Во-вторых, ненаправлять образовательный процесс таким образом, чтобы владение информационными технологиями опережало овладения знаниями естественным образом, то есть не приучать новое поколение к компьютерам практически с рождения, а сначала научить их читать, писать и считать.

В-третьих, организовывать разнообразные воспитательные мероприятия (посещение музеев, театров, экскурсий), заинтересовывать молодежь культурой и искусством.

В-четвертых, организовывать спортивные мероприятия, конкурсы и соревнования для молодежи.

В-пятых, стимулировать интерес к чтению у молодежи, а также создавать различные клубы по интересам для реального общения молодых людей.

Таким образом, можно сделать вывод, что влияние современных информационных технологий на взаимоотношения молодежи в любви и дружбе имеет как отрицательные, так и положительные стороны. Поэтому задачей системы образования является не допустить подмены реальной жизни виртуальной у современной молодежи, а, в том числе с помощью выделенных нами направлений, позитивно влиять на формирование ценностных ориентиров молодежи в контексте информационного общества.

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3.14 THE INFLUENCE OF SOCIAL INSTITUTIONS ON THE FORMATION OF THE ACTIVE CIVIL POSITION: EXPERTISE OF THE EDUCATIONAL INVIROMENT

Socio-economic processesmore active in recent years in the society and the state, led to growthsubstantiating the need for highly competent and evaluation on changes and transformation. In conditions of intense transformation of the Ukrainian society, accompanied by a display of social, political, cultural and other problems have become the critical objective and competent evaluations, professionals' views help to overcome difficulties as well. Effective solving of this kind of problems helps expert studies and investigations based on the use of special knowledge and skills of specialists in the relevant fields. Specialists, who can provide a reasoned and reasonable conclusions based on what can be accepted management decisions. An independent external evaluation and methodologically deliberate results and delayed social consequences of various decisions andprojects to compensate spontaneous emotional response characteristiceveryday perception of different issues.

In this regard, the social demand is notonly the activities of the various expert organizations and institutions, but alsothe need for qualified and competent professionals, evaluation and skills which help to quickly and effectively solve problems.In psycho-educational scientific literature works devoted to the problem of expertise(A. Anisimov, S. Bratchenko V. Panok V. Slobodchikov, V. Levy, Yu. Shvalb).Most of these authors focus on research mostly in practical aspects of expert activity by passing its theoretical basis. There is also a variety of the notion «expertise» definition in modern science, the ambiguity of interpretations by different authors' definitions and interpretations (A. Anisimov, S. Bratchenko, G. Mertchyan, V. Panok, E. Pozachenuk, V. Slobodchikov, S. Tatarchenkova, V. Levy, A. Tubelskyy, Yu. Shvalb, M. Chepa). So differences in scientists' understanding of the expertise concept emphasize different approaches to its content, functions and place in the education system.

Thus, the study showed that science remains availableproblem of development of theoretical principles and methodology of the expert,which primarily relates reasonable scientific terminology, classification, interpretation of general concepts, functions and principles of expert activities.

The analysis of scientific literature allowsstate that the active use of expertise as a specificprocedures associated with the second half of the XX century, when the difficult challenges arose before mankind, which were caused by the realization of unpredictability, uncertainty of nonlinear systems, especially human society.

In social systems the possibility of usinghighly formalized research methods have decreased, thus informal and poorly formalized methods were actualized and become in demand. There is a need to use expertise or expert methodstudies that allow to apply different approaches to solving nonlinearpressing social issues in accordance with the principle of «incompatibility»(L. Zadeh), in which high accuracy studies is problematic becauseThis is due to the complexity of the hierarchical structure of the objects,including innovative educational projects. L. Zadeh explains this patternhumanitarian system as follows: «Those who are engaged in researchnatural systems must warn: we examine ourselves and ourlimited research ourselves – everything that we ever had orwe hope to become. How in this case we can argue aboutobjectivity of science? How do we separate ourselves from our subjectresearch? Answer – paradoxical, since the studyhumanitarian systems in the humanitarian knowledge is personal, subjective knowledge helps discover and introduce adequate descriptionresearch object»[494].

In today's world, according to scientists, thereupdating of expertise, new institutions but as for the need of expert evaluation of the socio-cultural reality and the search for the newtechnology to overcome and prevent crisis situations. However, itsscientific knowledge is characterized, on the one hand, growthdifferentiation of science, deepening of specializations of individual disciplines, and onother – evident tendency to unite the various sciences,issues and research methods rights.Finally, the development of the legalpractices and legislation updates the need for advocacy,where human rights issues are the subject of litigation. Asconsequently, are subject to examination «subtle matter, which

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[494]Volkova V. N. From the history of theory of systems and system analysis / V. N. Volkova. – SPb.: Publishing House of the St. Petersburg State Technical University, 2001. – 210 p.

can estimatenot be accurate and definitive solutions»[495]. Among the new speciesexamination, the occurrence of which was caused by definite causesscientists call ecological, ethnic, ethical, ethnological, layer linguistics, gender, ethnological, conflictlogical and others whocan be called «subject humanitarian» as subjecttheir research is a specific phenomenon that acts subjectdisputes». An important issue which is the subject of newtypes of examinations is not the truth or falsity appointed and attitude tohim, his ambiguous interpretations but their consequences. Therefore, subject oriented is not the subject by itself but the examination and its problematical, which scientists attributed to the complexity of ideas about the meaning of humanexistence. Thus, new types of the expertise are humanitariannature, focused on the problems of man and not their task relatedonly the assessment of certain subjects, but above all – the definitionthe effects of objects, events on the social environment and humanperson in particular. The complexity and problematic objects examinationsrequires a comprehensive and holistic approach to address different experiencehumanities, general principles which are comprehensive in natureresearch and as a result – their interdisciplinary status. As B. Kozyrkov pointes out«Any special expertise in the end needsto be supplemented with its humanitarian component. ... When the objectexpertise is social or cultural significance,social and humanitarian, expertise becomes the final link»[496].

In terms of the present paradigm of humanitarian education actualizes the problem of analyzing the prospects of implementation of psycho-pedagogical practices and predict the consequences for society. The latter necessitates the expert study of psychological and educational reality, development methodology principles and techniques of examination humanitarian education, which is the theoretical basis humanistic approach to education and the concept of K. Rogers mental health I. Dubrovin. AccordingC. Bratchenko, the main purpose of humanitarian education expertise is in formulating answers to fundamental, existential by its since humanitarian questions: To what extent in educational conditions for comfortable, effective normal functioning and development of children and adults?[497].The humanitarian component inherent in all socialprojects and is particularly relevant in situations of rating scale changes, particularly when any reforms in education. We agree with the opinion of N. Lavrychenko that «education as one of the leading public institution according to the dynamics of social processes undergo constant economic, political and social change. However, the response of educational systems to the social and humanitarian challenges do not occur automatically, but mediated educational activity, public, government officials and certain inertia. This leads to the urgent and ongoing need for research, monitoring the performance of education systems and their harmonization aimed basic parameters of social changes»[498].

Integrated Humanitarian examination is necessary, especially in ambiguous situations where there is no clear right answer or solution. Different solutions are a positive and negative effects, some of them – are relatively easy to predict, and others – impossible to predict. It is worth mentioning that in many situations that require complex humanitarian expertise, it is difficult to talk about determination,direct causal link. One of the factors working closely with other so directly prove, what caused an event, rarely. The authors of the book «complex humanitarian expertise, methodology and the meaning of» quotes a philosopher M. Epstein, who clearlyfeature determines the humanities as a field of varied discourses thus: «Humanities are not dealing with the necessary and the possible, and they describe a range of options, which meets humanity. Psychology is at the intersection of science and the humanities, it may only science throughwhich is this division, because it has to do with the fact and with others» [499].

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[496]Kozyrkov V. P. Humanitarian expertise in the context of culture / V. P. Kozyrkov // Bulletin of the Nizhny Novgorod University. Lobachevskii, Vol. 2. – Novgorod, 2007. – P. 312-325.

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[498]Lavrichenko N. M. Socio cultural aspects of basic school content modernization in West European countries/ N. M. Lavrichenko // i psihologiya pedagogy. – 2001. – № 3-4. – S. 167-174.

[499]Leonoev D. A. Complex of the humanitarian expertise and: methodology and meaning / D. A Leonoev, G. V Ivanchenko. – M: Sense, 2008. – 135 p.

In Western countries, according to statement of M.-L. Chepa, have already developedextensive hierarchical system of «expert support projects» and therefore virtually no educational innovation does not leaveexpert assessment on various stages of implementation and execution. In these countries,operating professional environment expert community training centers experts with the discussion of urgent issues and scientific expertise in many periodicals[500]. We agree withaauthor fatigue that these processes have long been actualized in Ukraine and require an urgent solution. To complete the study carried out analysis of «expertise» is necessary to understanding rather wide range of definitions, which are used in scientific research, which he operates, not by his qualifications and assessment. Therefore, this type of examination is called object-subject or situational»[501].

For a deeper understanding of the vision examine a number of other works of researchers who focus on an estimated component expertise, and revealing concepts through such a component, emphasize this importance and significance of this function. Yes, this interpretation is found in the Dictionary of the modern Ukrainian language: expertise – is a review, a research of anyaffairs of the specialist in this field (expert) or group, which have responsible authorities in order to give a correct assessment of the situation or phenomenon[502]. Also, in this view of the expertise by the A. Panov definition is «project and expert work in education»: The expertise – an assessment subjects, staff, facilities and processes by competent persons (experts) needed to make informed management decisions and actions in the situation uncertainty[503].

Expertise (or in some recourses examination) – (skilled) – in psychology is the research's method. It consists of that the study and evaluation of events carried out by expert, specialist, expert[504]. Yu. Shvalb understands the expertise as a «special kind of evaluation of the». That is why it's understanding, according to the scientist, allows to «focus on the fact that the object of examination is interpreted from a position of knowledge or practices that are not included in the object». Thus, – said Yuri Shvalb – «only reflexive certainty that other termsexpert opinions distinguishes it from conventional evaluationspeech»[505].

It should be noted that the analysis of scientific approaches to the interpretation of the concept of assessment leads to the conclusion that the estimated component of the examination is often identified with the notion of «peer review». Notable that the development of expert method was established by needs of social practice, so that there was a significant number of types, classes and types of expertise, as well as about 300 methods of expertise estimates[506].

Psychological and Pedagogical Dictionary gives the following interpretation of the mentioned above: «Expertise estimate – is the method of forecasting of social phenomenon or process that allows obtaining the information from competent persons (experts). The quality of expertise estimates primarily depends on the composition of experts' evaluation, which are selected, based on the sum of results of self-evaluation and group evaluation of its authority, on the correctness and correspondence of the conclusion of the blank questionnaire or interview to obtain the expert opinions and estimates reliability of the results»[507]. Such statements reflect parts of a single unit activity of the expertise that combines both procedural and evaluative components. Therefore, requires a systematic approach to analyzing the phenomenon of epy expertise content. This understanding of how epy expertise certain analytical procedures is found in the dictionary of sociology, which have the following interpretations

[500]Chepa M. – L. Psychological expertise Education / M. – L. Chepa // Proceedings of the Institute of Psychology. G. S. Kostiuk NAPS Ukraine. – T.XII. 5. M – 2011 – C. 337-341.

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[507]Psycho-pedagogical vocabulary for teachers and principals' educational institutions / [auth. – status. Mizherikov V. A.]. – Rostov n/D.: Publishing House «Phoenix», 1998. – 544 p.

of the notion «expertise»: «the expertise is aimed to review, study any questions, problems, solutions that require specialized knowledge for filing against them motivated, augmented conclusions, the scientific justification»[508].This also holds academic positions M. Knyazeva, who believes that «expertise – is an analytical procedure, aimed at getting argumentative snapshot of the result (whole facility) educational activity ... Under the results is understood any sort of coherent object, properties of which are recognizable and interrelated»[509].

Another understanding of how intellectual technology expertise is found in M. Rhone work, which interprets the notion such as follows: «Expertise is understood as an important technology for accurate information as search technology and decision making in complex social and cultural situations, and sometimes the technology of social management, a new mechanism regulation and monitoring ethical standards of society» [510]. Updating the need of the expertise in general and in particular, the humanitarian expertise, scientist emphasizes the paradigm shifting of expert knowledge. Despite of the different approaches in understanding and identifying the similarity of examination distinguishing is that it is based on the assessment process anything in terms of people, their needs and interests, its activity and finally – of her life. Therefore, all leading experts – philosophers, sociologists, psychologists, educators and economists are discussing the problem of the expertise as a humanitarian issue.

The appealing to the process of identifying causes of the necessity for examination implementation was due to the fact that the necessity for it arises in the following cases: if the prediction of the behavior of any social system in the future, on the basis of common law, is impossible; if the conduct designed experimental verification of the procedure is not possible because of certain subjective and objective reasons; if there is distinguished or hidden factors that can not be subject to an objective control and measurement; if there are multivariate solutions of the problems; if there is a lack of availability situation of the information for the decision making.

So, all the named approaches to the interpretation of the concept the expertise help to isolate something that is common(similar), that unites all of them, and can be considered as complementary components of the concept: obligatory encouraged complete information about the object or phenomenon; its study and analysis; estimate; the formulation of proposals for the possibility of ways of further functioning of the studied object or phenomenon in the form of a proved opinion, subject to availability of expertise involved in the expert (specialist). It should be noted that with respect to information received expert in foreign science, there are several points of view concerning the information and the expert interaction in terms of the expertise. Supporters of one of them believe that the resultant expert information has incomplete, fragmented relation to the whole process of the selected part, and the results of its analysis do not appear at once and have the tendency to the development and evolution. Supporters of another understanding believe that information that scientist gets in the process of investigation is an incomplete, fragmentary character for his, distinguishes the independence of his researcher position and objectiveness of his conclusions.

Taking into the account that, the expertise allows to investigate, evaluate the expected or realized changes in social systems, expert activity of expert(specialist) who carries it out, is an integrated, multi-vector and is seen as the process of the new knowledge developing as a type of a cognitive activity. Thus, expert activity has all the characteristic features of scientific research – objectivity, reproducibility, evidence, accuracy, and involves two interrelated levels (empirical and theoretical) on which it is made. The emergence of social demand for expertise and research activity of experts in the relevant procedures of expertise in modern educational practice actualizes the need to develop theoretical and methodological tools of this kind of activity, which is seen as the perspective aspect for further scientific research.

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[508]Volkova V. N. From the history of theory of systems and system analysis / V. N. Volkova. – SPb.: Publishing House of the St. Petersburg State Technical University, 2001. – 210 p.

[509]. Knyazeva M. M. Examination of educational projects / M. M. Knyazev // School technology. – 2001. – № 2. – P. 214-216.

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The article is devoted to the analysis of modern theoretical approaches of modern scientific knowledge to the school graduate mature I-conception and the structure of psychological expertise of secondary education.

Psychological expertise is ranked in higher technologies in education, since it is a convincing mechanism for influencing the development of personality and the practice of organizing its education, education. It is motivated that the psychological examination of a school graduate I-concept has not yet become a necessary component of the educational process. There are various approaches to assessing the effectiveness of a school graduate I-concept as a subject-parameter of psychological examination of secondary education in the modern system of psychological and pedagogical scientific knowledge. The structure of the "mature I-concept a school graduate" forms such interconnected and complementary components: personal, social, emotional, intellectual, maturity, the content of which is sufficiently represented in psychological science. The diagnosis of the school graduate mature I-concept implies the application of techniques whose objectivity is confirmed by the relevant standardization, validation and randomization procedures, or specially designed and substantiated partial methods, as well as expert methods based on the subjective assessment of the subject under study by the relevant specialists and subjects of expertise.

Education as a part of culture is directly related to the formation of the individual. Taking into account this aspect, the object and subject of the study of psychological expertise of secondary education is the personality of a school graduate, which should be assessed from the standpoint of his readiness to solve social problems, the realization of creative abilities, the use of effective coping strategies, the manifestation of tolerance in interpersonal interaction and positive system of values as components of a holistic self–concept. In psychological science, the problems of the development of the I–conception were studied in the context of the development of self–consciousness at the general theoretical and methodological levels by such scholars as: V. Ananiev, L. Bozhovich, M. Boryshevsky, S. Karpenko, I. Kon, O. Leontiev, S. Maksimenko, V. Romenets, D. Feldshtein, A. Furman, P. Chamat and others. The age–old laws of the development of the I–conception have been reflected in the works of I. Bech, V. Davydov, D. Elkonin, S. Maksimenko, L. Podolyak, A. Samoilova, I. Slobodchikova, T. Titorenko, A. Furman, N. Chepileva, V. Yurchenko, T. Yablonskaya, T. Yatsenko. The basis of these studies was theoretical and applied research by R. Burns, W. James, E. Erickson, J. Mead, G. Olporta, R. Rogers, M. Rosenberg and others, who interpreted the I–conception of personality as a set of ideas about oneself, associated with self–esteem and a certain emotional attitude towards oneself. I–conception defines not only the productivity of human activity, but also its ability to positive humane social interaction with the environment, the success of adaptation in society. Despite the increased attention of researchers to the knowledge of the nature of this complex internal education, the problem is the further development of the psychological theory of the I–concept, in particular, the I–conception of a school graduate as one of the important parameters of psychological expertise of secondary education.

Presentation of the main research material. I–the concept of a school graduate arises in the process of deploying a student's social interaction in the educational environment of a comprehensive educational institution as a result of his education, training and self–development as a relatively stable and at the same time internally mobile and variable mental neoplasm, an evaluation and cognitive system that is experienced and understood by the individual, and, consequently, significantly affects the course of human life. In the senior school age, the person gradually reaches social maturity, the acquisition of which depends on a range of cultural–historical, socio–economic and other conditions. The psychological criterion for the completion of early adolescence, as well as the period of school education, is the change in the internal position – the attitude of the subject to the future. As a result, the future becomes the main measure of the actual and perspective social development situation that T. Titarenko describes as follows: «The graduating from the school is in a unique situation, which gives him the opportunity to analyze his behavior in the past, integrate it into the reality of the present, and predict, plan and mentally transferred to your own future»[511]. Thus, the main task of early youth is

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[511]Titarenko T.M. The vital world of personality: within and beyond the ordinary [Zhyttievyi svit osobystosti: u mezhakh i za mezhamy budennosti] / T.M. Titarenko – K.: Lybid, 2003. – 376 pp.

to achieve a new level of development of a conscious attitude towards their own self, which requires from the senior pupil a holistic view of oneself, of their own personality, of adequate emotional and value self–help, awareness of the tasks of self–development and self–realization.

In the initial study to describe the I–conception of a graduate of school, the most correct is the phenomenon of «mature I–conception of a school gtraduate», which implies an integrative, holistic, personal entity that reflects the readiness of the individual to an adult's independent life in society, characterized by a focus on self–actualization, self–actualization, self–improvement, manifestations of their own personality, uniqueness, subjective attitude to the style, prosocial, strategy of life, their own abilities and potential, focus on the social interaction. The structure of the «mature I–conception of a school graduate» forms such interconnected and complementary components: personal, social, emotional, intellectual maturity, the content of which is sufficiently represented in psychological science.

In lexical sources, «maturity» is defined as «the aggregate state of high development of physiological, intellectual, volitional, moral, and social parameters of a person. In the genesis, the biological and physiological maturation of the organism first occurs, then the mental maturity comes as an indicator of the work of sensory, mnemic, and intellectual functions of the person. Subsequently, moral and outlook maturity comes as evidence of social maturity of the individual. The latter is based on ideological beliefs, a prevailing outlook, and includes the operative, skillful and effective implementation of practical activity»[512].

Personality maturity is the result of the development of the person himself, it is closely related to the moral consciousness that develops in the process of active interaction of the individual with the social environment, defines the directions, strategies of passing the further life path. The content of personal maturity combines specific values and motives, features of self–awareness, emotional–volitional and behavioral spheres. The reflective component of personal maturity manifests itself in the consciousness of the social individual as an awareness of their capabilities, potencies, abilities, disadvantages, strengths and weaknesses of their own personality. According to O. Shtepa, the most striking indicator of the formed personality maturity, is self–determination, which is manifested in «the interactivities of freedom and responsibility, which can be regarded as tools for building a worldview of man»[513]. So, according to the author, «self–determination not only accompanies the construction of his own system of human values, makes choice psychologically possible, but also activates the process of transformation, through which the person acquires the completeness and integrity – mature his identity. Most likely, the environment sees this result as a personal growth. There is a sense of completeness of internal resources, a new life perspective, the desire to which is associated with new non–normative crises»[514]

Summarizing the results of the study of the phenomenon of personal maturity in the writings of foreign and domestic scientists, it is possible to distinguish the following characteristics:

1) personality maturity is not necessarily associated with the chronological age, since the features of the individual (they can be divided into three types – cardinal, central and secondary), important for human self–identity, the program is a dynamic center of personality (G. Allport);

2) personal maturity serves as a criterion for personal growth, while self–determination is the main phenomenon of personal maturity and the manifestation of personal potential as a system organization of the individual as a whole, with its complex architectonics, based on a complex system of mediation (D. Leontiev);

3) the concept of personal maturity should be based on the idea of the unity of self–actualization and self–transcendence (N. Bordovska, A. Rean);

4) his–identity in its basis contains a person's maturity, and therefore qualitative indicators of his identity are determined by the level of the formation of personal maturity (N. Hamitov).

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[512]Psychological vocabulary / for Ed. Voitko V. I. – Kyiv: «Vishcha School», 1982. – 216 p.
[513]Shtepa O. S. Personal maturity: Model. Questionnaire Training Monograph [Osobystisna zrilist: Model. Opytuvalnyk. Treninh. Monohrafiia] / O.S. Stepa. – Lviv: Publishing Center of Ivan Franko National University of Lviv, 2008. – 210 p.
[514] Ibid.

Consequently, personal maturity is the effect of the self–experienced subject of the «identity crisis», which is characterized as a psychological neoplasm, and is a dynamically personal structure and at the same time serves as an integral criterion for personal growth, as a manifestation of the personal potential of a school graduate. The following methodologies have been identified in the initiated research to diagnose a person's maturity in the structure of the mature I–concept of a school gtraduate: the method of diagnostics of personality orientation B. Basa (questionnaire Smeka-Kucera), associative method of diagnostics of personality maturity (T. Prokofiev, K. Jung), L. Gozman's self–actualization test, N. Cross, adaptation of the questionnaire of personal orientation (POI) E. Shosstrama, subjective scale of authorship of life (SSAL) M. Shchukina, test of sense–oriented orientations (SOO) D. Leontiev (adapted version the purpose of the test was D. Krambo and L. Maholik), the questionnaire «The level of development of personality subjectivity» (DPS) M. Shchukina and the questionnaire «Index of life satisfaction» (ILS) in the adaptation of N. Popina, the method of personal adaptation A. Furman, the technique of twenty judgments (M. Kulata, T. McPortland).

The next component of the mature I–conception of a graduate of a school that needs research attention is social maturity, which involves the conformity of self–presentation and human behavior to the requirements and expectations of society, and the responsible execution of its social roles, which means compliance with a particular scenario for each role.

Social maturity in psychological science is defined as one of the integrative characteristics of a personality (I. Bech, O. Kirichuk, O. Kononko, V. Polischuk, M. Savchyn, etc.), which expresses how adequately people understand their place in society, which worldview guided by its attitude towards social institutions, laws, morals, to its own responsibilities and activities in various spheres of life. The analysis of domestic and foreign studies on the issue of social maturity of a person testifies that the position of scientists is consonant with the fact that social maturity is the result of individual self–determination. The structural components of social maturity are usually considered as a cognitive–motivational component (knowledge, social representations and values of the individual, social intelligence, divergent thinking, planning of the life scenario, knowledge of life crises, understanding of social reality, choice of specialty); reflective component (psychic self–regulation, ability to manage feelings, psychosexual literacy, autonomy, understanding of social roles, ability to feel the nuances of a social situation, solve problem, conflict situations, responsibility); operational and technological component (the presence of certain social experience, skills of effective interaction, ability to act adequately the situation, variety of techniques of behavior, implementation of social roles, ability to get out of a conflict situation).

In the initial research for the diagnosis of social maturity in the structure of the mature I–concept of a school graduate, the following methods are defined: method of «social intelligence» by J. Gilford, test of communicative skills of L. Michelson (translation and adaptation of Y.Hilbukh), diagnostics method of personality orientation B. Basa (questionnaire of Smeka–Kucera), method of motivation for achievement of success and avoidance of failure (questionnaire A.Rean), the communicative block of the factors of the structure of the person by the test R. Quettel (factors A, E, H, L, N, Q2), a test of self–confidence Ryadsa.

Emotional maturity is the next component of a mature I–concept of a graduate of a school, which is understood as a combination of psychological properties that characterize a person as able to feel, control emotions, that is, capable of adequate spontaneity and conscious self–regulation of emotional manifestations.

Referring to the research of O. Chebikin, I. Pavlov defines emotional maturity as «the integrative quality of the individual, which characterizes the degree of development of the emotional sphere at the level of adequacy of emotional response in certain socio–cultural conditions». The author considers emotional expressiveness, emotional self–regulation and empathy as the main components of emotional maturity of a person. Emotional expressiveness reflects in mimicry, pantomime, expressive actions, intonations the true emotional state that arises in a person in specific conditions. I. Pavlov's emotional self–regulation is understood as «managing their emotions according to the situation and expediency, the ability to cope with their emotions in socially accepted ways». Empathy is defined as the ability

to understand the world of experiences of another person, to look emotionally at them, and also to use these abilities in communication[515].

In contemporary studies on emotional maturity, the discussion emphasizes the emphasis on the fact that an emotionally mature person is an adult person; instead, in our opinion, the reflection of the emotional sphere, emotional stability, adequacy of the manifestation of emotions and feelings of personality in the period of early youth, on why emphasized I. Kon: «adolescence ... is characterized by greater differentiation of emotional reactions and ways of manifestation of emotional states, as well as increased self–control and self–regulation»[516]

The following methods were used in the initial study to diagnose emotional maturity in the structure of the mature I–concept of the graduate of the school: diagnosis of emotional maturity of the person (O. Chebikina), the method of diagnosing the emotional maturity of the personality of the MDECO (O. Kocharyan, M. Piven), Freiburg personality questionnaire FPI–B, Methodology for the Diagnosis of Socio–Psychological Adaptation by C. Rogers and R. Diamond, Methodology for Diagnosing the Structure of Its Identity «SEI–Test» by O. Soldatova, Standardized Multivariate Method for Investigation of Os bystosti smila L. Sobchik (modification MMPI) test questionnaire A. and E. Zvyerkova Eydmana (diagnostic level of volitional self–regulation).

The next component of the mature I–conception of a school graduate is the intellectual maturity, which we consider the basic psychological resource of a full–fledged subject of activity, embodied in ideological, moral maturity, self–sufficiency, productivity of life, and manifested in the ability to engage in unstimulated outside intellectual activity, to seek out, discover new ways of working in different types of problem situations. The peculiarities of the formation of the intellectual sphere of students at the time of the completion of school education were the subject of studies by R. Amthauer, V. Druzhinin, J. Piaget, F. Perlz, K. Rigel, V. Rusalova, W. Sheio, K. Jung, and others, who emphasized on the definitive type of intellectual maturity of a school graduate.

Intellectual maturity – a set of psychological properties that characterize a person as capable of knowledge, to use the acquired knowledge in the substantive activity, to logical thinking, to reflection and creativity. Indicators of intellectual maturity M. Cold offers to consider the characteristics of «the type of representation of objective reality»: the breadth of mental outlook; flexibility and versatility of what's happening; readiness to perceive unusual contradictory information; ability to comprehend reality at the same time in terms of past and future; orientation on the separation of essential objectively significant aspects; the tendency to think in categories of probable within the framework of the mental model "as if"; the ability to think in a separate phenomenon in the context of its integral ties with a number of other phenomena[517].

Consequently, intellectual maturity is a combination of certain characteristics of the individual that contribute to the organization of life at the appropriate age stage of its development, provide a rational expression of intellectual abilities in interaction with the humanitarian educational system, based on the existing intellectual potential of the subject. The subject perceives, interprets and evaluates reality on the basis of a certainly organized subjective experience presented in the form of a system of personal constructs, which allow to differentiate objects, give them a weighted assessment, taking into account the objective situation, role positions and indicators of their complexity.

On the basis of the analysis of the results of scientific research, we conclude that intellectual maturity is the basis of weighted and thoughtful decisions, understanding the relationships between the causes and consequences of events, the possibilities of the subject of activity to go beyond their own experience, to master the super situational vision. Therefore, there is a need to develop means of psychological assessment, individual testing, which allow not only to recognize, but also to stimulate

[515]Pavlova I.G. Development of emotional maturity of students of future psychologists [Rozvytok emotsiinoi zrilosti studentiv – maibutnikh psykholohiv] / I.G. Pavlova // Science and Education. – №3. – 2015. – P. 73-77.
[516]. Kon I.S. Psychology of early youth [Psihologija rannej junosti] / I.S. Kon. – Moscow: Enlightenment, 1989. – 255 pp.
[517]Cold M.A. Psychology of intelligence: paradoxes of research [Psihologija intellekta: paradoksy issledovanija] / M.A. Cold – SPb., 2002. – 182 p. Sociology: terms, concepts, personalities. Study Dictionary Directory. [ed: V. M. Picha and others]. – K., «Caravel»; Lviv: «New World – 2000», 2002. – 480 p.

the development of intellectual potential of the individual in the direction of the formation of intellectual maturity.

Based on the analysis of approaches to the essence of the phenomenon of intellectual maturity, it should be noted that for the context of the psychological expertiseof secondary education, the senior school age is positioned with the development of a definitive intellectual maturity, for the diagnosis of which in psychology a system of diagnostic methods and techniques was developed: the method «School test of mental development» and the methodology Wexler, which is applied taking into account the intellectual achievements of the individual according to the results of tests of external testing.

The modern school as a general educational institution should be focused on the improvement, development of psychological resources of the individual, among which the leading place is the mature I–concept of a school graduate, which allows him to analyze the self I in the past, integrate it into the reality of the present and predict in the future of adult life.

The practice of studying the mature I–conception of a graduate of a school in the procedure of psychological expertiseof secondary education is determined by theoretical approaches, expert ideas about the structure and content of this phenomenon, and therefore may include a variety of diagnostic tools, adequate to the subject of research.

An empirical study of a mature I–concept of a graduate of a school as a subject–parameter of psychological expertise of secondary education on the basis of the proposed diagnostic tool will form the subject of further scientific research.

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ANNOTATION

Part 1. THE ROLE OF PROFESSIONAL EDUCATION IN INVOLVING YOUNG PEOPLE IN THE DEVELOPMENT OF CIVIL SOCIETY

1.1. Viktoriia Husak. DEVELOPMENT OF PROFESSIONAL AND PSYCHOLOGICAL CULTURE OF FUTURE SOCIAL WORKERS IN UNIVERSITY ENVIRONMENT
The article deals with theoretical analysis of mechanisms, conditions and principles of professional and psychological culture development in future social workers according to the paradigm of active self-development in university environment. The essence of the concept of "social work" is clarified and the characteristic of the profession "social worker" according to the multilevel classification of professions of Y.O. Klimov is given. The content and structural components of the professional and psychological culture as an integrative feature of the social worker are revealed and its main functions are given. Psychological features of the student age that is related to the period of late adolescence are analyzed in the line of subjective approach.

1.2. Catherine Gordienko. CIVIC ACTIVISM OF YOUNG STUDENTS IN MODERN CONDITIONS
The article discusses civic activism of young students in modern conditions in Ukraine. It provides an analysis of the understanding and opinions of young people on the development of their own civic activity and inclusion in civil society, stresses the importance of activities in the institutions of higher education for the formation of civic activism. The article also discusses the necessity to conduct educational and self-development work with student youth, which will have great influence on personal development and the probability of self-discovery

1.3. Natalia Malynovska. ATTRACTING STUDENT YOUTH TO THE DEVELOPMENT OF CIVIL SOCIETY THROUGH PROFESSIONAL EDUCATION
The article considers professional education not even as a tool through which professional knowledge and formulated practical skills are provided, but also as an opportunity to influence the worldview, to expand the range of interests, to promote the formation of social experience of youth, engage in civil society development.
Attention is concentrated on the categories of studentyouth, as the most active and mobile participant of changes occurring in Ukrainian society.
The connection between professional education of young people and their involvement in civil society development through educational process on the example of "Social work" of Black Sea National University Petra Mogyly (Ukraine) is analyzed.

1.4. Nina Myropoltseva. PECULIARITIES OF STUDENTS' GOAL ORIENTATION BASED ON STUDYING SPORTS TOURISM
The research is devoted to a problem of goal orientation as a leading component of civic participation. The purposes of the study are to analyze different psychological concepts that considered goals in the structure of personality, to develop a youth education system that will allow development of goal orientation. Sports tourism was chosen as the basis of training. The theoretical and empirical analysis of students' goal orientation is carried out, which is examined as a complex feature of personality. Empirically, the peculiarities of manifestations, dynamics of structural components of the goal orientation of the student's personality in the process of tourism are detected. The theoretical model of the goal orientation and its developing was created.

1.5. Liubov Poltorak. PROFESSIONAL TRAINING OF FUTURE SOCIAL WORKERS TO USE THE ART THERAPY METHODS AS A FACTOR OF THE ACTIVE CIVIL POSITION FORMING

The article highlights the higher education capabilities in professional training of future social workers to apply the methods of art therapy in the context of forming an active professional and civic position of future specialists in the social sphere. The social, cultural and pedagogical role of higher education in the defined context is analyzed. The essence of the primary tasks of higher education in the process of professional training of future social workers to use the methods of art therapy is revealed.

1.6. Irina Astremska. THE STUDENT YOUTH' SOCIO-PSYCHOLOGICAL INFANTILISM AS A BRAKING FACTOR OF CIVIL SOCIETY DEVELOPMENT

The purpose of the study is to develop algorithms for identifying and preventing social infantilism of students; to create a strategy to counter various forms of social infantilism. Social infantilism of youth is considered as the main factor in counteracting the development of society. To analyze the problem, psychological, pedagogical and sociological scientific developments are used. A student acquires knowledge, abilities and skills, as well as competencies, which are necessary for his professional activity, in the process of studying at a university. He adopts moral standards, a professional code and tries his hand at research activities. Also, he forms and develops personal competitiveness. In modern conditions of the Ukrainian society orientation on priority innovative development and the formation of competitiveness not only of individual social groups, but, above all, of each individual, the socio-psychological infantilism of youth is especially dangerous. Socio-psychological infantilism of students is manifested in the academic (priority of the diploma instead knowledge, cheating, absenteeism), research (plagiarism in work, dishonesty in experimental research), professional (inertia in employment), public (lack of a clear civil position), personal, family plan, etc.

1.7. Svitlana Tyshchenko, Iana Andriushchenko. COMMUNICATIVE TECHNOLOGIES IN THE FORMATION OF SOCIAL ACTIVITY OF FUTURE ECONOMISTS

The article substantiates the importance of shaping the social activity of future economists capable of effective social interaction in the conditions of globalization. The structure of social activity and main problems in its formation are characterized. The role of communication technologies in shaping the social activity of future economists is substantiated. Questions of communication and communicative activity of society in the age of Internet technologies are considered. It is concluded that the social activity of future economists is a factor in the introduction of communication technologies in the form of social dialogue, which determines the nature, dynamics, orientation, spatial and temporal boundaries of social activity, professional position of the future economist.

1.8. Olga Ampleyeva. RESEARCH ON THE PROFESSIONAL ORIENTATION PROBLEM OF THE STUDENT YOUTH AS A PURPOSE OF THEIR ACTIVE CIVIL POSITION

The article deals with the professional orientation problem of young people. Theoretical approaches to the study of the professional self-determination problem are defined. The peculiarities of its manifestation in adolescence are substantiated. An empirical study of the professional orientation of student youth was conducted. The factors that influence the professional orientation of students are analyzed. Psychological features of students' professional self-determination are investigated.

1.9. Olga Doroshenko. THE INFLUENCE OF SOCIAL INSTITUTES ON THE FORMATION OF THE ACTIVE CIVIL POSITION

The concept of "public" and "public activity" is described in the article, the features of project activity in the process of forming of civic activity of students are characterized.

1.10. **Nataliia Melnyk. FUTURE TEACHERS' CIVIL COMPETENCE FORMATION IN THE EDUCATIONAL POLICY OF THE COUNTRIES OF THE EUROPEAN UNION**

This article is dedicated to the educational policies of European countries in the field of teacher education. In the period of intensive informatization of all spheres of human existence (scientific, technological and information revolution), entry into the daily life of various gadgets and other devices that can function with additional educational resources and mechanisms of information acquisition, educational policy functions as a complex socio-economic organism, in the progress of mankind. The term "educational policy" the author understends as an officially defined, organized and purposeful activity of the state and its subordinate institutions, aimed at the functioning and further development of the education system as a leading institution of a democratic society; it is the activity of the state government to solve the existing problems by implementing a set of appropriate procedures; a set of formulated and legislatively set goals, tasks, functions, principles, which are guided by the bodies of public administration in the process of their activity. It is important to emphasize that the educational policy of European countries in the field of pedagogical education on the formation of civic competence is implemented in all these directions through the concepts presented in the European educational dimension diverse models of vocational training, organizational and methodological support and the formation of strategic areas of professional mobility within more than one country, etc.

1.11. Natalia Sultanova, Mariia Soter. PREPARATION FOR INTERCULTURAL COMMUNICATION AS A MEANS OF YOUTH REALIZATION IN CIVIL SOCIETY

The article is devoted to the research of the issue of future specialists' preparation to intercultural communication as a means of youth realization in civil society. Skills, abilities and competences which are necessary for future specialists' effective intercultural communication and their realisation in civil society have been represented. The role of extra-curricular work in preparing students to effective and successful intercultural communication has been emphasized. The potential of activities which can be carried out in the framework of extra-curricular work on forming the competences, skills and abilities necessary to effective and successful intercultural communication has been highlighted. It has been noted that they will not only prepare the specialist to intercultural communication, but they will also promote the formation of their civic and intercultural activities, mutual understanding, empathy, mobility of behaviour, stability of their personalities, reflection, responsibility and tolerance.

Part 2. SPECIAL CHARACTERISTICS OF THE SOCIO-POLITICAL PARTICIPATION OF YOUNG PEOPLE IN THE DEVELOPMENT OF CIVIL SOCIETY

2.1. Tetiana Lushahina. YOUTH POTENTIAL FOR LOCAL DEMOCRACY DEVELOPMENT IN UKRAINE

This study deals with the peculiarities of the impact of youth potential on the development of local democracy in Ukraine. The basic concepts of the research were operationalized, the main problems of political indifference of modern youth in Ukraine were identified. The study found out the main prerequisites for creating a supportive space for youth potential development in the united local territorial communities. The main forms and levels of youth participation in the implementation of local democracy are outlined. It is determined that the participation of young people in the implementation of the basic principles of local democracy should not compulsorily originate from the state or local authorities, but the youth itself should become the source. It is concluded that youth potential can actively influence the development of local democracy, provided the high level of political culture and education of the youth.

2.2. Natalia Hromadska. THE ROLE OF SOCIAL DIALOGUE IN SOLVING YOUTH EMPLOYMENT PROBLEM IN UKRAINE

The article is dedicated to the research of social dialogue's role in youth employment problemsolving in Ukraine. The author regards the youth labour market, characterizes youth employment in Ukraine and analyses the main indicators that describe youth employment at all. In article author outline the main problems of youth employment in Ukraine such as low level of economic activity, unemployment, structural imbalance between supply and demand of employment, non-formal employment. Attention is paid to the problems, which youth face in job-search. In article author also points out the necessity of social dialogue's usage as an important tool of a state social policy in the sphere of youth employment. Social dialogue seeks to accomplish common agreements and ensure employment among young people and employers, educational structures, public authorities, and local self-government institutions.

2.3. Yuliana Palagnyuk, Dmytro Say, Halyna Zalevska. THE ROLE OF PUBLIC OPINION OF YOUTH IN THE IMPLEMENTATION OF UKRAINE'S EUROPEAN INTEGRATION POLICY

The research discusses the role of public opinion of youth in the Ukraine's European integration policy process. Two timeframes are analyzed with the Euromaidan of 2013 being the delineating event and possible reason for the shifts in public opinions. The research also highlights attitudes of Europeans to enlargements of the EU and presents cases where public opinion played crucial role in the process of developing and implementing European integration policy.

2.4. Roman Chuprin. YOUTH PARTICIPATION IN 2015 LOCAL ELECTIONS: ANALYSIS OF ELECTORAL STATISTICS

The purpose of the study is to analyze youth participation in 2015 local elections in Ukraine with the help of the electoral statistics provided by the Central Electoral Commission of Ukraine. Publically available statistics contains valuable but disparate information on the youth participation in the elections. The most consistent records represent the information on the didates at the respective elections. These raw data have been transformed into a searchable database adapted to further analysis. The analysis revealed trends and peculiarities in the youth participation in 2015 local elections as the candidates. These trends are based on the data on the age and gender of the candidates, their party affiliation and voters' support, level of the elections and type of electoral system. Further researches might use the data and conclusions for comparative cross-temporal studies of youth participation in the local elections in Ukraine.

2.5. Tetiana Kostieva. THE FORMATION OF CIVIL AWARENESS OF MODERN RURAL YOUTH

The research is aimed at substantiating the importance of drawing attention to the formation of civic consciousness of young people, especially rural youth. The concept of consciousness for a young person of a new type of European model with preservation of the Ukrainian spirit is considered, the ways of forming the civic consciousness of modern rural youth are used, using free time for the development of leisure and cultural orientation.

2.6. Ganna Koval. YOUTH AS THE DRIVING FORCE FOR THE DEVELOPMENT OF SOCIETY

The article presents general approaches to the definition of the term "youth", specific features of this category of population in the process of nation-building in Ukraine are mentioned, as well as the youth as an integral part of the State youth policy is considered.

2.7. Yulia Petrova, Olha Volkova, Yulia Vaskova. ACADEMIC MOBILITY AS A FORMAT FOR ENGAGING YOUTH IN THE DEVELOPMENT OF CIVIL SOCIETY

This article discusses the modern format of youth involvement in the development of civil society – academic mobility, examines the types, forms, problems and benefits of academic mobility for students of higher educational institutions.

2.8. Mykhailo Boiko, Viktoria Dubei, Yana Tomova. SOCIAL WORK WITH YOUTH IN THE CONTEXT OF THE EXPANSION OF SOCIAL NETWORKS

The purpose of this work is to study the impact of modern digital technologies and popular web resources on modern youth. The influence of Internet resources on the cultural, emotional and psychological-psychological well-being of young people is also examined. As a result, positive and negative aspects of the use of social networks and other Internet resources by adolescents and children were highlighted. Ultimately, the study led to major problems in the use of social Internet resources. Thus, the main aspects of social work with this category of young people were highlighted and the main ways of its implementation were proposed.

2.9. Vira Yaroshenko. STUDENT VOLUNTEERING IN THE SYSTEM OF THE INSTITUTION OF DEMOCRATIC CIVICISM: INNOVATIVE PRACTICES TO PREVENT ADOLESCENTS' NEGLECT

In this study, student volunteering is defined as a component of the institution of democratic civicism. The important role of the activity mechanism of forming volunteer students' civicism is confirmed in the process of their involving in solving national problems. The effectiveness of thevcomplex activity-corrective educational system of the author's project "Democratic Education" aimed to promote its social competence practices is confirmed by the results of participation of a volunteer student team in the project on adolescent carelessness prevention. Students' engaging in volunteering is defined as a powerful incentive for future young citizens to develop an active and responsible pro-government attitude. Recommendations on further effective development of partnership cooperation in political interaction between the state and society are offered.

Part 3. THE INFLUENCE OF SOCIAL INSTITUTIONS ON THE FORMATION OF ACTIVE CIVIC POSITION OF YOUNG PEOPLE

3.1. Svitlana Surhova, Olena Faichuk. POLITICAL CONSCIOUSNESS AS PART OF THE FORMING PROCESS OF STUDENT YOUTH CIVIC ACTIVITY

The article reveals the meaning of the concept of "political consciousness", its components and influence factors. The role of socialization agents (family, school, higher education Institutions) in the formation of the studied quality is analyzed. The authors described peculiarities of Ukrainian youth participation in political life of the society. The diagnosis to detect the formation level of political consciousness of student youth is conducted. Recommendations on the improvement of the formation process of political consciousness are developed on the basis of the analysis of forming experiment results.

3.2. Anna Soloviova. RESISTANCE TO LINGUISTIC MANIPULATION AND MINIMIZATION OF ITS NEGATIVE IMPACT ON YOUTH AS A NECESSARY CONDITION OF THE CIVIL SOCIETY DEVELOPMENT

The purpose of the study is to identify specific mechanisms to resist linguistic manipulation in order to minimize its negative impact on youth. The author argues that this is a prerequisite for the development of civil society in modern Ukraine. This problem is relevant and important for research as a result of the expansion of the range of linguistic manipulation methods in the period of 2014-2019

in Ukraine. These methods are used to influence the opinions and behavior of the citizens both Ukrainian and foreign media. The author identifies the main risks of the impact of linguistic manipulation on youth; defines the characteristic features of the modern information space during the "hybrid" confrontation. The paper also provides a number of recommendations to minimize the negative impact of linguistic manipulation on young people in today's context.

3.3. Yuliia Murza. THE IMPACT OF INTERPERSONAL CONFLICTS IN THE FAMILY ON THE EDUCATION OF YOUTH CIVICACTIVITY

The article deals with the essence of interpersonal conflicts in families, their causes and the nature of their development. The main purpose of the article is to analyze the impact of interpersonal conflicts on the education of youth civic activity. The relevance of the chosen topic is outlined. It is stated that the family, along with other social institutions (education, religion, politics, etc.) has a direct impact on the upbringing of youth civic activity. The main causes of interpersonal conflicts in family life are identified: personal incompatibility, desire to take a leadership position, role distribution, material problems, etc. The importance of studying foreign experience in the process of raising the civic position of young people is emphasized.

3.4. Ruslan Chubuk. SPIRITUAL AND MORAL DEVELOPMENT OF YOUTH AS A BASIC FOUNDATION OF SOCIAL AND PREVENTIVE ACTIVITY IN THE YOUTH ENVIRONMENT

The system of values defines both spiritual and moral development of a person, establishes the basic features of the character and the appropriate type of behavior, encourages the young person to take active actions for the sake of achieving a dreamy goal. It is the value system, rooted in the structure of personality consciousness, acts as a necessary moral and meaningful and responsible-active installation. At the same time, a sense of responsibility is, on the one hand, a basic basis for the formation and development of free will as a spiritual core of a young man, and on the other, a barrier to turning his behavior into arbitrariness.

3.5. Oksana Stupak. THE INFLUENCE OF SOCIAL INSTITUTES ON THE FORMATION OF THE ACTIVE CIVIL POSITION

The article presents the theoretical analysis of civil society institutions, their classification. At the same time, the focus is on such associations as: NGOs, charitable foundations, youth centers, youth community councils. These associations are the focal point for the formation of local youth cultures and later life styles, extending their influence on culture and lifestyles, defining their social values. The article describes the characteristics of the studied associations, which reflects the impact of each of the research institutes on the process of youth social activity.

3.6. Viktoriya Beloskurskaya. REFORMING THE SYSTEM OF INSTITUTIONAL CARE AND CHILD EDUCATION IN UKRAINE AS A CONDITION FOR THE DEVELOPMENT OF CIVIL SOCIETY

The article examines legislative and regulatory acts in the field of institutional care and upbringing of children in the context of reforming residential care institutions and creating conditions for local authorities to bring up a full-fledged child in a family or in a close family environment within the territorial community. The basic principles of the National Strategy for reforming the institutional care and upbringing of children for 2017-2026 are analyzed.

3.7. Olga Gaidai. FROM THE HISTORY OF THE MAGAZINE "UKRAINIAN HISTORICAL JOURNAL"

In the article attempt of historiography analysis and general description of the basic stages of development and becoming of magazine "Ukrainian historical journal" and determining the place of this Journal of historiography in Ukraine.

3.8. Svetlana Yarovenko. ANALYSIS OF ARCHITECTURAL ACCESSIBILITY CREATION FOR LOW-MOBILITY POPULATION GROUPS

The article describes the need to create a barrier-free space to ensure the rights and freedoms of disabled citizens, in order to provide them with the opportunity to actively participate in the socio-political and economic life country.

People with disabilities, especially young people, often have a more active civil position because of their limited opportunities than those who do not have barriers to movement. Therefore, the creation of an accessible environment is a key condition for the integration of persons with disabilities in society and crucial to enable them to full the activity, but also to express their active civil position.

3.9. Artur Fesenko, Larysa Bronnikova, Victoria Chorna, Bohdan Bondarets. DEMO-ECONOMIC SITUATION IN SOUTHERN UKRAINE IN SOCIOLOGICAL SURVEY OF REGIONAL RESIDENTS ON THEIR WELL-BEING ASSESSMENT

This research paper presents the results of a mass questionnaire survey of residents of regional centers of southern Ukraine (Odessa, Mykolaiv, Kherson) concerning their assessment of living standards of their families, prospects for its improvement and possible search for a better fate abroad.

The survey showed that a significant portion of respondents assess their families' economic status and financial capabilities as critical, pointing to the limited ability or inability to sufficiently meet those needs that exceed current running costs. Moreover, for the most part, people do not see any prospects for improving the economic situation in Ukraine in the nearest future; they do not have confidence in future, and therefore have a rather low assessment of the prospects for improving their own economic well-being.

The survey also showed the widespread emigration of residents of southern Ukraine: more than half of respondents said they were thinking about moving to a permanent place of residence in the Western countries which are associated with the mass consciousness of modern Ukrainians with wealth, high standards of payment, stability and prospects for living.

3.10. Yuliia Fedchyshyna, Inesa Sichynska. STUDENT YOUTH PARTICIPATION IN THE STATE'S POLITICAL LIFE AS A MANIFESTATION OF THEIR CIVIL POSITION

The article deals with the peculiarities of student youth participation in the political life of the state. It describes youth as a subject of political activity. The main forms of political activity of students and reasons for unwillingness to participate in political life are analyzed.

3.11. Alexander Tulub. SOCIAL STANDARDS OF THE EUROPEAN DIRECTION OF WORK OF FUTURE SPECIALISTS IN THE SOCIAL SPHERE WITH HOMELESS PERSONS

The article discusses the foreign experience of social support for people without a fixed place of residence using the example of European countries of the world. The main aspects of social work with this category and the borrowing of the European experience for Ukraine are analyzed.

3.12. Olena Zabotina. LEGAL REGULATION OF CIVIL SERVICE IN UKRAINE IN THE CONTEXT OF EUROPEAN INTEGRATION

This article deals with the legal regulation of some legal provisions of civil service in Ukraine. Theoretical and legal analysis of the norms of legislation of some European countries concerning the passage and, in particular, entry into public service. Aspects of improvement of the legal regulation of the civil service passing are outlined, outlining the features of the harmonization mechanism of approximation of the legislation of Ukraine with the European Community.

3.13. Olexander Romashevskiy. THE IMPACT OF EDUCATION ON THE FORMATION OF VALUE ORIENTATIONS OF YOUTH IN THE FRAMEWORK OF THE INFORMATION SOCIETY

This paper considers the transformation of the personality structure and human relationships in the information society. Therole of education in opposing the negative influence of information and communication technologies on personality formation is analyzed, certain ways of protecting consciousness from immersion in virtual reality are proposed.

3.14. Andrii Yablonskyi, InnaRogalska-Yablonska. THE INFLUENCE OF SOCIAL INSTITUTIONS ON THE FORMATION OF THE ACTIVE CIVIL POSITION: EXPERTISE OF THE EDUCATIONAL INVIROMENT

This article is devoted to theoretical aspects of the formation of the active civil position and the influential aspects of the social institutions on this process. Authors outlines approaches to the formation of the active civil position of a personality as a special type of intellectual technologies, evaluation of the type and outlines the investigative function of the expertise. The problems of the social practice and institutions activity are analyzed within the current state and prospects of development of society, including innovations in education as a separate social humanitarian causes phenomena. The last-mentioned point provokes the necessity of the expert study of psychological and educational reality, creations of principles, methodologies and techniques of the social institutions influence on the active civil position formation in the context of higher education.

ABOUT THE AUTHORS

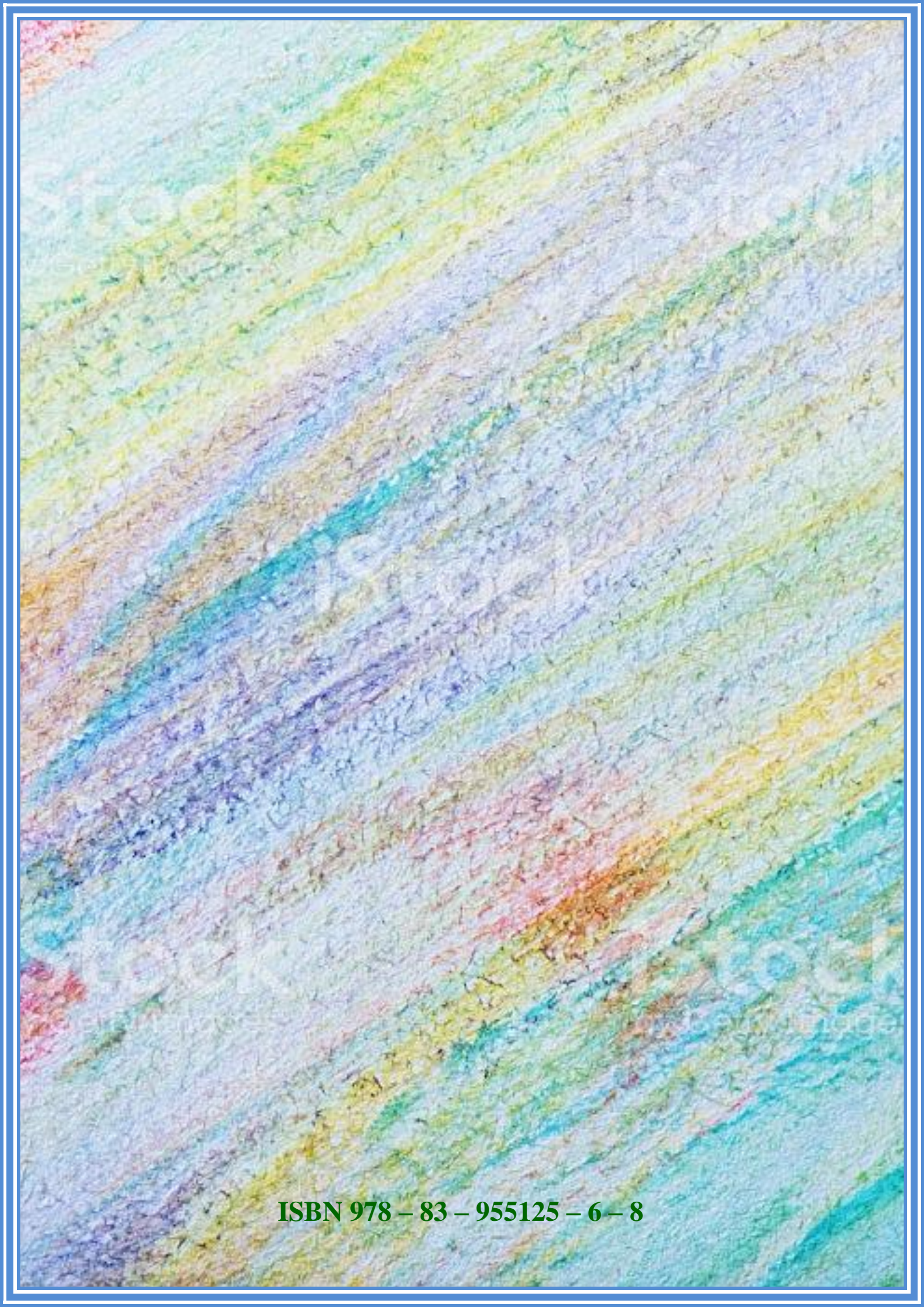## Part 1. THE ROLE OF PROFESSIONAL EDUCATION IN INVOLVING YOUNG PEOPLE IN THE DEVELOPMENT OF CIVIL SOCIETY

1.1 Viktoriia Husak – Senior Lecturer, Department of Psychology, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

1.2 Catherine Gordienko – MA in Social Work, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

1.3 Natalia Malynovska – PhD in Historical Sciences, Associate Professor at the Department of Social Work, Governance and Pedagogy, Institute of Public Administration, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

1.4 Nina Myropoltseva – PhD in Psychology, Department of Psychology, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

1.5 Liubov Poltorak – PhD in Education, Associate Professor, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

1.6 Irina Astremska – PhD in Psychology, Associate Professor, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

1.7 Svitlana Tyshchenko – PhD in Education, Associate Professor, Mykolaiv National Agrarian University, Mykolaiv, Ukraine
Iana Andriushchenko – PhD in Education, Mykolaiv National Agrarian University, Mykolaiv, Ukraine

1.8 Olga Ampleyeva – PhD in Psychology, Department of Psychology, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

1.9 Olga Doroshenko – PhD student, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

1.10 Nataliia Melnyk – Doctor of Pedagogical Sciences, Associate Professor of Foreign Philology Department, Faculty of Linguistics and Social Communications, National Aviation University, Kyiv, Ukraine

1.11 Natalia Sultanova – Doctor of Pedagogical Sciences, Professor of the Department of Social Work, Mykolaiv V. O. Sukhomlynskyi National University, Mykolaiv, Ukraine
Mariia Soter – PhD in Pedagogical Sciences, Lecturer of the Department of Social and Humanitarian Disciplines, Pervomaisk Branch of Admiral Makarov National University of Shipbuilding, Ukraine

Part 2. SPECIAL CHARACTERISTICS OF THE SOCIO-POLITICAL PARTICIPATION OF YOUNG PEOPLE IN THE DEVELOPMENT OF CIVIL SOCIETY

2.1 Tetiana Lushahina – PhD in Political Science, Senior Lecturer, Department of Political Science, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

2.2 Natalia Hromadska – PhD in Political Science, Associate Professor, Department of Political Science, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

2.3 Yuliana Palagnyuk – Doctor of Sciences in Public Administration, PhD in Political Science, Professor, Head of the Department of Social Work, Governance and Pedagogics, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine
Dmytro Say – PhD in Education, Vice-head of the Department of Social Work, Governance and Pedagogics, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine
Halyna Zalevska – MA in Public Administration, Head of the General Department of Administrative and Organizational Support, Deputy Head of the Department the Main Department of the State Geocadastre in the Mykolaiv region, Mykolaiv, Ukraine

2.4 Roman Chuprin – PhD in Political Science, Associate Professor, Department of Political Science, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

2.5 Tetiana Kostieva – PhD in Education, Associate Professor, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

2.6 Ganna Koval – Doctor of Sciences in Public Administration, Professor, Head of the Department of Humanitarian Disciplines and Socail Work, Lviv State University of Life Safety, Lviv, Ukraine

2.7 Yulia Petrova – MA in Social Work, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine
Olha Volkova – MA in Social Work, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine
Yulia Vaskova – MA in Social Work, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

2.8 Mykhailo Boiko – MA in Social Work, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine
Viktoria Dubei – MA in Social Work, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine
Yana Tomova – MA in Social Work, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

2.9 ViraYaroshenko – PhD in Political Sciences, Associate Professor, Department of Social Work, V. O. Sukhomlynskyi Mykolaiv National University, Mykolaiv, Ukraine

Part 3. THE INFLUENCE OF SOCIAL INSTITUTIONS ON THE FORMATION OF ACTIVE CIVIC POSITION OF YOUNG PEOPLE

3.1 Svitlana Surhova – PhD in Education, Associate Professor, Department of Social Work, Governance and Pedagogics, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine
Olena Faichuk – PhD in Education, Associate Professor, Department of Social Work, Governance and Pedagogics, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

3.2 Anna Soloviova – PhD in Political Science, Associate Professor, Department of Political Science, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

3.3 Yuliia Murza – MA in Social Work, Petro Mohyla Black Sea National University, Mykolaiv, Ukrain**e**

3.4 Ruslan Chubuk – PhD in Education, Associate Professor, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

3.5 Oksana Stupak – PhD in Education, Associate Professor, State Higher Educational Institution "Donbas State Pedagogical University", Slaviansk, Ukraine

3.6 Viktoriya Beloskurskaya – MA in Public Administration, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

3.7 Olga Gaidai – PhD in Historical Sciences, Associate Professor, Department of History, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

3.8 Svetlana Yarovenko – MA in Public Administration, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

3.9 Artur Fesenko – PhD in History, Associated Professor, Department of Sociology, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine
Larysa Bronnikova – PhD in Philosophy, Associated Professor, Department of Sociology, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine
Victoria Chorna – PhD in Sociology, Senior Lecturer, Department of Sociology, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine
Bohdan Bondarets – Lecturer, Department of Sociology, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

3.10 Yuliia Fedchyshyna– MA in Social Work, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine
Inesa Sichynska – MA in Social Work, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

3.11 Alexander Tulub – MA in Social Work, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

3.12 Olena Zabotina – MA in Public Administration, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

3.13 Olexander Romashevskiy – MA in Social Work, Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

3.14 Andrii Yablonskyi – Doctor of Psychology, Professor, Head of the Pedagogy and Inclusive Education Department, V.O. Sukhomlynskyi Mykolaiv National University, Mykolaiv, Ukraine
Inna Rogalska-Yablonska – Doctor of Pedagogical Sciences, Professor, Head of the Department of Social Work, V.O. Sukhomlynskyi Mykolaiv National University, Mykolaiv, Ukraine