

# **EDUCATIONAL POLICY AND REFORMS: THE IMPACT OF GLOBALIZATION**



Edited by  
Oksana Chaika

# EDUCATIONAL POLICY AND REFORMS: THE IMPACT OF GLOBALIZATION

Collective monograph

Published in 2025  
by TECHNOLOGY CENTER PC®  
Shatylova dacha str., 4, Kharkiv, Ukraine, 61165  
www.entc.com.ua

**Authors:**

Edited by **Oksana Chaika**

Oksana Chaika, Natalia Sharmanova, Natalia Berezovska-Savchuk, Svitlana Tolochko, Liubov Kanishevska, Oksana Vasiuk, Svitlana Vyhovska, Viktoriya Prylypko, Anzhelika Lesyk, Tetiana Korobkina, Natalia Dashenkova, Olena Bakalenko, Viktoriia Omelchenko, Olha Myttseva, Hanna Horiachkovska, Nataliia Sas, Lada Samarska, Anna Fastivets, Svitlana Lysenko, Lidia Cherednyk, Tetiana Bielska, Yurii Skyba, Olena Otych, Iryna Drach, Volodymyr Kovtunets, Oleksandr Zhabenko, Valerii Yushchuk  
Educational policy and reforms: the impact of globalization: collective monograph. — Kharkiv: TECHNOLOGY CENTER PC, 2025. — 164 p.

The collective monograph "Educational policy and reforms: the impact of globalization" offers a comprehensive account of how global dynamics reshape education in ways that are at once structural, technological, and deeply human. Its five chapters, written from complementary disciplinary perspectives, address the urgent need to understand globalization from both angles, as an external imposition and as the condition within which policy, institutions, and individuals now operate. Ukraine is placed at the center of the analysis, not as an exception but as an illustrative case of how a national education system navigates overlapping pressures of European integration, digital transformation, post-socialist reform, and geopolitical disruption.

This book shows that globalization creates pressures to adapt quickly but also opportunities to innovate and reaffirm the humanistic mission of education. The volume offers both diagnostic clarity and constructive strategies, making it valuable for policymakers, institutional leaders, scholars, and practitioners worldwide.

Figures 4, Tables 7, References 220 items.

This book contains information obtained from authentic and highly regarded sources. Reasonable efforts have been made to publish reliable data and information, but the author and publisher cannot assume responsibility for the validity of all materials or the consequences of their use. The authors and publishers have attempted to trace the copyright holders of all material reproduced in this publication and apologize to copyright holders if permission to publish in this form has not been obtained. If any copyright material has not been acknowledged please write and let us know so we may rectify in any future reprint.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made.

Trademark Notice: product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

**DOI: 10.15587/978-617-8360-20-7**

**ISBN 978-617-8360-20-7 (on-line)**

*Cite as:* Chaika, O. (Ed.) (2025). *Educational policy and reforms: the impact of globalization: collective monograph*. Kharkiv: TECHNOLOGY CENTER PC, 164. doi: <http://doi.org/10.15587/978-617-8360-20-7>

This publication has been peer reviewed.

This publication is available on the website [www.monograph.com.ua](http://www.monograph.com.ua)



Copyright © The Author(s) of individual chapters, 2025

This is an open access paper under  
the Creative Commons Attribution 4.0  
International License (CC BY 4.0)

# AUTHORS

## CHAPTER 1


### OKSANA CHAIKA

Doctor of Pedagogical Sciences, Ph.D. (in Linguistics),  
Associate Professor  
Department of Foreign Philology and Translation  
National University of Life and Environmental Sciences of  
Ukraine

 ORCID: <https://orcid.org/0000-0002-4317-9456>

### NATALIA SHARMANOVA

PhD (in Linguistics), Associate Professor  
Department of Ukrainian Language  
Kryvyi Rih State Pedagogical University

 ORCID: <https://orcid.org/0000-0003-4820-3619>

### NATALIA BEREZOVSKA-SAVCHUK

PhD (in Linguistics), Associate Professor  
Department of Ukrainian Language  
Kryvyi Rih State Pedagogical University

 ORCID: <https://orcid.org/0000-0003-1156-7128>

## CHAPTER 2

### SVITLANA TOLOCHKO

Doctor of Pedagogical Sciences, Professor  
Institute of Problems on Education National Academy of  
Educational Sciences of Ukraine

 ORCID: <https://orcid.org/0000-0002-9262-2311>

### LIUBOV KANISHEVSKA

Doctor of Pedagogical Sciences, Professor  
Institute of Problems on Education National Academy of  
Educational Sciences of Ukraine

 ORCID: <https://orcid.org/0000-0002-4190-1601>

### OKSANA VASIUK

Doctor of Pedagogical Sciences, Professor  
Department of Pedagogy  
National University of Life and Environmental Sciences of  
Ukraine

 ORCID: <https://orcid.org/0000-0003-0926-7599>

### SVITLANA VYHOVSKA

PhD, Associate Professor  
Department of Pedagogy  
National University of Life and Environmental Sciences of  
Ukraine

 ORCID: <https://orcid.org/0000-0002-8270-7207>


### VIKTORIYA PRYLYPKO

PhD, Associate Professor, Head of Department  
Department of General Pedagogy and Law  
Prydniprovsky Institute "Interregional Academy  
of Personnel Management"

 ORCID: <https://orcid.org/0000-0002-6271-2148>

### ANZHELIKA LESYK


PhD, Associate Professor, Dean  
Berdiansk State Pedagogical University

 ORCID: <https://orcid.org/0000-0003-1886-4088>

## CHAPTER 3


### TETIANA KROBKINA

Doctor of Philosophical Sciences, Associate Professor  
Department of Philosophy  
Kharkiv National University of Radio Electronics

 ORCID: <https://orcid.org/0000-0001-6002-7983>

### NATALIA DASHENKOVA

PhD, Associate Professor, Head of the Department  
Department of Philosophy  
Kharkiv National University of Radio Electronics

 ORCID: <https://orcid.org/0000-0002-8865-0838>


### OLHA MYTTSEVA

PhD  
Department of Philosophy  
Kharkiv National University of Radio Electronics

 ORCID: <https://orcid.org/0000-0002-3398-2982>

### HANNA HORIACHKOVSKA

PhD  
Department of Philosophy  
Kharkiv National University of Radio Electronics


 ORCID: <https://orcid.org/0000-0001-6331-1322>

## **OLENA BAKALENKO**

PhD

Department of Philosophy

Kharkiv National University of Radio Electronics


 ORCID: <https://orcid.org/0000-0001-6830-2513>

## **VIKTORIA OMELCHENKO**

PhD

Department of Philosophy


Kharkiv National University of Radio Electronics

 ORCID: <https://orcid.org/0000-0002-1095-5244>

## **CHAPTER 4**

### **NATALIIA SAS**

Doctor of Pedagogical Sciences, Associate Professor  
University of the State of Paraná

 ORCID: <https://orcid.org/0000-0003-0308-6092>

### **LADA SAMARSKA**

Operations Manager

LIFT99 Kyiv Hub

 ORCID: <https://orcid.org/0000-0002-1635-6648>

### **ANNA FASTIVETS**

Doctor of Pedagogical Sciences, Professor

Department of Physical Therapy


Academician Yuriy Bugay International Scientific  
and Technical University

 ORCID: <https://orcid.org/0000-0001-6333-5519>

### **SVITLANA LYSENKO**

PhD, Senior Researcher

Pontifical Catholic University of Paraná

 ORCID: <https://orcid.org/0000-0001-9651-6500>

### **LIDIJA CHEREDNYK**

PhD, Associate Professor

Department of Pedagogy

National University of Life and Environmental Sciences of  
Ukraine

 ORCID: <https://orcid.org/0000-0002-1006-1363>

### **TETIANA BIELSKA**

Doctor of Science in Public Administration,  
Professor

Department of Management and Public  
Administration

O. M. Beketov National University of Urban Economy in  
Kharkiv

 ORCID: <https://orcid.org/0000-0002-2792-4700>

## **CHAPTER 5**

### **YURIY SKYBA**

Doctor of Pedagogical Sciences, Associate Professor,  
Chief Researcher

Department for Interaction of Higher Education and Labor  
Market

Deputy Director for Research

Institute of Higher Education of the National Academy of  
Educational Sciences of Ukraine

 ORCID: <https://orcid.org/0000-0003-2238-8272>

### **OLENA OTYCH**

Doctor of Pedagogical Sciences, Professor, Chief Researcher  
Department for Interaction of Higher Education and Labor  
Market

Institute of Higher Education of the National Academy of  
Educational Sciences of Ukraine


 ORCID: <https://orcid.org/0000-0003-2686-2832>

### **IRYNA DRACH**

Doctor of Pedagogical Sciences, Professor, Chief  
Researcher

Department of the Research Activities of Universities  
Director

Institute of Higher Education of the National Academy of  
Educational Sciences of Ukraine


 ORCID: <https://orcid.org/0000-0001-7501-4122>

### **VOLODYMYR KOVTUNETS**

PhD, Associate Professor, Leading Researcher

Department for Interaction of Higher Education and Labor  
Market

Institute of Higher Education of the National Academy of  
Educational Sciences of Ukraine


 ORCID: <https://orcid.org/0000-0001-9077-4867>

### **OLEKSANDR ZHABENKO**

PhD, Scientific Secretary, Senior Researcher

Department for Interaction of Higher Education and Labor  
Market

Institute of Higher Education of the National Academy of  
Educational Sciences of Ukraine


 ORCID: <https://orcid.org/0000-0001-5257-1743>

### **VALERII YUSHCHUK**

PhD, Associate Professor

Department of Pediatrics, Obstetrics and Gynecology  
Educational and Scientific Center "Institute of Biology  
and Medicine"

Taras Shevchenko National University of Kyiv

 ORCID: <https://orcid.org/0009-0003-9094-2607>

## ABSTRACT

The collective monograph "Educational policy and reforms: the impact of globalization" brings together five perspectives on the transformations shaping education in the 21<sup>st</sup> century and addresses one of the most pressing questions of our time: how education systems respond to the multiple, often contradictory pressures generated by globalization. The book is guided by the conviction that globalization is not an abstract force operating outside education; it is a condition within which all educational actors now make decisions, negotiate reforms, and redefine priorities. This condition is economic and political, but also technological, cultural, and profoundly human. The combination of conceptual reflection, empirical investigation, and practical recommendations enriches the volume with a multi-layered analysis of how global dynamics are translated into national strategies, institutional governance, and the lived experiences of teachers, students, and academic staff.

The novelty of the monograph lies in its integrative perspective. Whereas much existing research on globalization in education isolates technological innovation, policy frameworks, or institutional reform as separate areas of inquiry, this book deliberately brings them together. Five chapters examine artificial intelligence and digital pedagogy, reform trajectories in post-socialist systems, philosophical reflections on human dignity, personnel management through the lens of the economics of happiness, and the development of academic staff under institutional autonomy. The contributions are not parallel accounts. They stand out as interconnected analyses that collectively argue that educational reform in a globalized era can succeed only when it combines innovation with humanism, structural change with capacity-building, and autonomy with responsibility.

Ukraine is positioned as the central case study, not simply for contextual reasons but because it exemplifies the convergence of global and local challenges. Ukrainian higher education is undergoing post-socialist transformation, alignment with European Higher Education Area frameworks, and digital acceleration, all under the extraordinary pressures of war and resource scarcity. These overlapping dynamics make Ukraine a telling example of how education systems adapt, resist, and innovate under globalization. The lessons drawn here extend beyond national borders: the structural gaps, adaptive strategies, and normative commitments discussed in this book resonate with educational systems in transition worldwide. The first chapter examines artificial intelligence, Education 4.0, and digital transformation as drivers of pedagogical change. It documents the opportunities of adaptive technologies for personalization, simulation-based training, and flexible learning pathways, while highlighting gaps in digital competence and systemic readiness. The authors argue that Ukraine risks marginalization in the global knowledge economy unless AI literacy is embedded in teacher education and supported by national strategies for ethical governance. Importantly, the chapter situates these challenges within wider international debates, noting that concerns over transparency, bias, and equity are shared globally. The implication is clear: AI is not a panacea, but when critically integrated, it can extend the possibilities of effective pedagogy rather than replace them.

The second chapter analyzes reform trajectories in post-socialist and transitional contexts. It reveals a recurrent pattern: structural alignment with European frameworks such as the Bologna Process is often achieved quickly, but substantive changes in transparency, student-centered learning, and institutional accountability lag behind. The gap between adoption and implementation is explained by bureaucratic inertia, governance fragility, and limited resources. The authors advocate for reform strategies that are incremental yet cumulative, context-sensitive rather than imitative, and evaluated by changes in practice rather than formal compliance. This chapter contributes to comparative education by showing that convergence is not linear but contingent, and that meaningful reform depends on balancing global standards with local capacities.

The third chapter brings philosophical and anthropological insights to bear on the question of who the subject of education is in a globalized, post-truth world. It critiques the instrumental reduction of education to economic outcomes and performance metrics, warning that this neglects the humanistic mission of cultivating dignity, responsibility, and freedom. Without such grounding, reforms risk producing technically skilled but existentially disoriented graduates. The chapter highlights the need for pedagogical practices that cultivate judgment, ethical agency, and meaning-making. In doing so, it adds a crucial normative dimension to the volume: that education must remain committed to forming persons, not merely producing human capital.

The fourth chapter examines institutional life through the lens of the economics of happiness. Drawing on empirical data from Ukrainian universities as well as comparative indices, it highlights a paradox where academic staff remain deeply committed to their roles, yet systemic stressors such as work overload, financial precarity, and psychological strain undermine well-being and, ultimately, institutional resilience. The authors identify the absence of systematic attention to happiness as a critical gap in governance and propose concrete measures including participatory management, recognition systems, and flexible organizational cultures. Their conclusion is striking, highlighting that universities which treat staff well-being as a strategic resource are better positioned to innovate, compete globally, and sustain excellence.

The fifth chapter anchors the book in large-scale empirical research. Based on a survey of 243 academic staff across 11 universities, it investigates the development of scientific and pedagogical potential under institutional autonomy. Respondents emphasized the need to reduce workloads, elevate the prestige of scholarly work, strengthen research infrastructure, and expand international collaborations. The chapter uncovers a paradox under which although autonomy formally grants universities flexibility, in practice it often remains underutilized due to financial limitations and managerial inertia. The authors argue that staff development must be redefined as a strategic priority, supported by professional development centers, transparent evaluation systems, and stronger mechanisms for research participation. Institutional autonomy, they conclude, must be matched by vision and resources to realize its promise.

Across these chapters, several cross-cutting themes emerge. First, globalization generates pressures to adopt frameworks and technologies quickly, but translation into sustainable practice is slow and uneven. Second, capacity-building (digital, managerial, and ethical) is the missing link

that often separates formal compliance from real transformation. Third, reforms cannot succeed without attention to the human dimension: dignity, responsibility, and well-being are not optional but central to educational success. Finally, the Ukrainian case demonstrates that contexts of disruption and transition are not peripheral but central to understanding globalization in education, because they expose both the fragility and the adaptive capacities of systems under pressure.

The implications are significant. For policymakers, the book provides guidance on designing reforms that are globally informed but locally grounded, avoiding uncritical importation of models while aligning with international standards. For universities, it offers strategies for staff development, institutional resilience, and the effective use of autonomy. For scholars, it contributes to comparative education by presenting Ukraine as a case of global relevance. For practitioners, it offers conceptual tools and practical strategies to navigate technological change, reform fatigue, and humanistic challenges in their daily work.

The monograph's contribution is thus both scholarly and practical. It enriches international literature by integrating technological, policy, philosophical, and managerial analyses into a single framework, while also providing concrete recommendations for institutions and decision-makers. It demonstrates that education reform in a globalized era cannot be reduced to technical adjustment. It requires investment in people, alignment between global frameworks and local realities, and commitment to humanistic values. Ukraine's experience within broader debates takes the book to offer insights for any system grappling with the promises and risks of globalization.

In sum, "Educational policy and reforms: the impact of globalization" affirms that globalization is not simply a pressure to be endured. It is an opportunity to reimagine education in ways that are innovative, resilient, and human-centered. Its originality lies in weaving together empirical evidence, conceptual clarity, and normative reflection into a coherent narrative about the future of education. Its significance lies in the conviction that while contexts differ, the search for reforms that preserve dignity, build capacity, and embrace innovation is a shared global task.

## KEYWORDS

Artificial intelligence (AI), Education 4.0, digital transformation, English Language Teaching (ELT), Ukrainian Language Teaching (ULT), course design, personalization, adaptive learning, feedback and assessment, equity and ethical governance, ChatGPT, Copilot, digital pedagogy, open education, digital technologies, educational process, educational institution, learners, education, pedagogy, globalization, post-truth, dignity, technocratic discourse, recognition, alienation, economics of happiness, human resource management, staff development, higher education institution, emotional well-being, professional burnout, organizational resilience, scientific and pedagogical potential, Ukrainian universities, institutional autonomy, academic staff development, knowledge economy, recognition and engagement, career growth, organizational resilience, international competitiveness, sustainable development.



## CIRCLE OF READERS AND SCOPE OF APPLICATION

The monograph "Educational policy and reforms: the impact of globalization" is written for a broad but clearly defined audience that spans scholars, policymakers, institutional leaders, educators, and graduate students. Its thematic diversity and methodological richness make it valuable both as a scholarly contribution and as a practical resource for those directly engaged in designing, implementing, and evaluating educational reforms. For researchers in comparative and international education, the book provides a timely contribution to debates about the effects of globalization on higher education. The Ukrainian case is particularly instructive because it illustrates how a national system undergoing post-socialist transformation, European integration, and geopolitical disruption negotiates global reform templates. Scholars in related fields such as sociology, political science, and the philosophy of education will also find the volume relevant for its interdisciplinary approach, which connects structural analysis with questions of identity, meaning, and human dignity.

For policymakers and government agencies, the book offers evidence-based insights and practical recommendations. It examines the challenges of implementing European Higher Education Area reforms, highlights the opportunities and risks of digitalization and artificial intelligence, and stresses the need for context-sensitive policies that balance global convergence with local realities. Ministries of education, quality assurance bodies, and international organizations such as UNESCO, the OECD, and the European Commission will find the monograph a valuable guide for aligning reforms with both global frameworks and national priorities.

For institutional leaders and university administrators, the chapters provide strategies for strengthening staff well-being, developing scientific and pedagogical potential, and making effective use of institutional autonomy. The analyses of happiness economics, staff development needs, and participatory management practices underscore the link between organizational culture and institutional competitiveness. The recommendations are directly applicable to governance, human resource policy, and long-term planning.

For educators and practitioners, the book offers conceptual tools and practical strategies that can inform teaching and professional practice. The discussions of AI integration, pedagogical innovation, and the philosophy of dignity provide resources for teachers seeking to balance technological innovation with human-centered pedagogy.

Finally, for graduate and doctoral students, the monograph serves as both a reference and a model of interdisciplinary research. It combines empirical evidence with theoretical reflection and practical guidance, making it a useful resource for coursework, thesis development, and independent research on education and globalization.

The book while addressing these different audiences simultaneously establishes itself as more than an academic study. It may be seen as a guide for navigating the pressures and opportunities of globalization in education, ensuring that reforms remain efficient, competitive, sustainable and human-centered.

# CONTENTS

<b>List of Tables</b> .....	xiv
<b>List of Figures</b> .....	xv
<b>Circle of readers and scope of application</b> .....	ix
<b>Introduction</b> .....	1
<b>Chapter 1. Designing English and Ukrainian language courses with AI tools: comparative approach</b> .....	4
1.1 Evolving paradigms in Language teaching .....	5
1.2 Materials and methods .....	6
1.3 The role of AI in education .....	8
1.4 Frameworks for designing ELT and ULT courses with AI tools .....	10
1.4.1 AI tools for ELT and ULT course design .....	12
1.4.2 Case studies .....	15
1.4.3 Benefits and challenges of AI integration in ELT/ULT course design .....	26
1.5 Future directions and implications .....	28
Conclusions .....	28
References .....	29
<b>Chapter 2. Digital pedagogy of open education: essence, content, and effectiveness</b> .....	34
2.1 Retrospective analysis of the introduction of digital pedagogy into global and Ukrainian education and science .....	34
2.2 The current state of development of domestic digital pedagogy in the context of digitalization of educational institutions and distance learning (review of the results of sociological surveys) .....	44
2.3 The essence, content, effectiveness of digital pedagogy in open education .....	51
2.4 Methodological tools for educational action of digital pedagogy .....	58
Conclusions .....	64
References .....	65
<b>Chapter 3. Education without a face in the age of existential deficit: how globalization, post-truth, and the politics of meaninglessness dehumanize pedagogy</b> .....	70
3.1 Diagnosis of loss .....	70
3.2 The linguistic event of dignity .....	77
3.3 Dignity as a methodology .....	88

3.4 Resistance as a form of hope .....	94
Conclusions .....	99
References.....	100

**Chapter 4. Managing staff development in higher education institutions through the lens of the "Economics of Happiness"..... 103**

4.1 The level of happiness as an indicator for determining, assessing and comparing the socio-economic development of countries .....	104
4.2 Analysis of the results of empirical studies of the level of happiness in higher education institutions in Ukraine .....	110
4.3 Managing happiness levels in an organisation as a management issue .....	114
4.4 Systematisation and generalisation of theoretical data on personnel management based on the theory of the "Economics of Happiness" .....	120
4.5 Personnel development management in the context of the theory of the "Economics of Happiness" as an innovative management practice.....	122
4.6 Proposals for the implementation of personnel development management in Ukrainian higher education institutions in the context of the "Economics of Happiness" theory .....	125
Conclusions .....	129
References.....	132

**Chapter 5. Priorities for developing the scientific and pedagogical potential of academic staff in Ukrainian universities under institutional autonomy..... 135**

5.1 Latest research analysis .....	137
5.2 Results analysis .....	138
Conclusions .....	148
References.....	149

## LIST OF TABLES

1.1	AI tools for ELT and ULT	13
5.1	Factors important for career growth in HEIs, in number of persons, %	139
5.2	Forms of RTS professional development , implemented in HEI, in number of persons, %	140
5.3	Forms for teaching competence development, implemented at the university, in number of persons, %	142
5.4	Tools for motivating/stimulating professional development of research and teaching staff, in number of persons, %	144
5.5	Information (data), considered by HEI administration when evaluating research and teaching staff' professional achievements, in number of persons, %	145
5.6	Methods for determining individual needs of research and teaching staff's professional development, in number of persons, %	147

## LIST OF FIGURES

1.1	Key aspects of AI's role in education	8
1.2	Qualities and levels of experience for educators' AI-powered ELT and ULT competence	11
4.1	Dynamics of Ukraine's happiness index for 2006–2019	106
5.1	The share of surveyed research and teaching staff by category,%	138

# INTRODUCTION

Education has always been both a reflection of society and a force capable of shaping its future. In the early twenty-first century, however, the scale and intensity of change have reached a level that challenges long-held assumptions about what education is and what it is for. Globalization, technological acceleration, economic volatility, and geopolitical instability have converged to create an environment of turbulence in which educational systems are constantly redefined. This turbulence is not only disruptive; it also provides opportunities to rethink, adapt, and innovate. The present volume "Educational policy and reforms: the impact of globalization" is a response to these conditions. It aims to capture the interplay between global forces and local realities, to highlight both structural gaps and creative solutions, and to articulate a vision of reform that is at once globally informed and human-centered.

Globalization in education has been widely discussed, yet it is often treated as a one-dimensional process of convergence. International frameworks, transnational benchmarks, and global university rankings are frequently assumed to dictate the terms of reform. However, as this book demonstrates, globalization is more than a uniform script; it is a condition refracted through national histories, institutional cultures, and human values. The ways in which education systems respond to globalization vary dramatically, producing hybrid models that combine global pressures with local adaptations. This recognition is central to the argument of the monograph: to understand globalization in education, one must study the intersections, frictions, and negotiations that occur at every level, from policy to pedagogy.

Ukraine serves as the focal point for the analyses in this volume. Its education system illustrates vividly how global, regional, and national dynamics converge under conditions of extraordinary stress. Since independence, Ukraine has sought to align itself with European and international frameworks, particularly through participation in the Bologna Process and the European Higher Education Area. At the same time, it continues to confront the legacies of Soviet educational structures, the demands of democratization, and the imperatives of resilience during war. Digital transformation, accelerated by the global spread of artificial intelligence and the emergence of Education 4.0, adds a further layer of complexity. These overlapping pressures position Ukraine not as an outlier but as a laboratory in which the challenges of globalization are made more visible. The Ukrainian case demonstrates both the vulnerabilities and the adaptive capacities of higher education in a globalized era, offering insights that extend far beyond national borders.

The structure of the book reflects its integrative ambition. Five chapters, written from different disciplinary perspectives, are not presented as isolated essays but as parts of a coherent dialogue. Each identifies gaps in current policy or practice, advances solutions grounded in research and experience, and reflects on implications for reform. The contributions span technological innovation, institutional governance, philosophical reflection, organizational culture, and empirical

analysis of staff development. Taken together, they demonstrate that reform is not a matter of importing models or adopting technologies, but of building capacities, aligning policies with contexts, and safeguarding the human purposes of education.

The first chapter "Designing English and Ukrainian language courses with AI tools: comparative approach" explores artificial intelligence, digital transformation, and the paradigm of Education 4.0. AI is presented not as a distant prospect but as a present reality reshaping classrooms, curricula, and teacher roles. The chapter highlights the opportunities of adaptive learning systems and simulation-based training to personalize education and expand access. At the same time, it identifies critical challenges. The uneven distribution of digital competencies among educators, the absence of robust ethical frameworks to govern AI use, and the limited capacity of Ukrainian institutions to integrate technology meaningfully. The authors argue for embedding AI literacy into teacher training, establishing national strategies for digitalization, and ensuring that technological adoption serves pedagogical rather than purely economic aims. This analysis speaks to a global concern: how to harness the potential of AI without eroding the human dimensions of learning.

The second chapter "Digital pedagogy of open education: essence, content, and effectiveness" situates reform within the broader trajectories of post-socialist transformation and Europeanization. Ukraine, like many transitional societies, has formally aligned itself with European frameworks, but substantive implementation remains uneven. The chapter shows how bureaucratic inertia, resource constraints, and fragile governance mechanisms produce a gap between policy intentions and practice. It argues that convergence must be understood not as a mechanical process of compliance but as an adaptive negotiation that requires capacity-building and sustained commitment. Reform strategies that are incremental, cumulative, and context-sensitive are more likely to succeed than those driven solely by external benchmarks. This chapter contributes to comparative education debates by illustrating the complexity of aligning global standards with national realities in transitional contexts.

The third chapter "Education without a face in the age of existential deficit: how globalization, post-truth, and the politics of meaninglessness dehumanize pedagogy" addresses the philosophical and anthropological dimensions of globalization's impact on education. It critiques the tendency to reduce education to performance metrics and economic outputs, warning that such reductionism risks hollowing out the humanistic mission of education. In an age of post-truth, existential uncertainty, and instrumentalist logic, the chapter emphasizes the need to reaffirm dignity, freedom, and responsibility as guiding principles. These values are not presented as nostalgic residues; they rather appear vital conditions for the cultivation of judgment, ethical agency, and identity. Without them, reforms may produce technically proficient graduates who are nevertheless unprepared to navigate the moral and civic challenges of contemporary life. This chapter thus restores attention to the human subject of education, reminding readers that policies and technologies must ultimately serve persons rather than the other way around.

The fourth chapter "Managing staff development in higher education institutions through the lens of the "Economics of Happiness" introduces the "Economics of Happiness" as a lens through

which to view higher education institutions. It argues that staff well-being is not a private matter but a strategic resource that determines institutional effectiveness. Drawing on empirical evidence from Ukrainian universities and international indices, it documents how commitment and professionalism persist among faculty even as systemic stressors such as work overload, financial precarity, and psychological strain erode satisfaction and resilience. The chapter proposes measures such as participatory management, recognition systems, and supportive organizational cultures as ways to align institutional success with staff well-being. This analysis resonates globally, as universities everywhere confront the challenge of sustaining excellence without exhausting their people.

The fifth chapter "Priorities for developing the scientific and pedagogical potential of academic staff in Ukrainian universities under institutional autonomy" grounds the volume in empirical data, reporting on a survey of 243 academic staff from 11 universities. It examines the development of scientific and pedagogical potential under conditions of institutional autonomy. The findings reveal urgent needs: reducing workloads, enhancing the prestige of academic work, expanding research infrastructure, and fostering international collaboration. While autonomy formally grants institutions greater flexibility, it has not always translated into strategic use of that freedom. The chapter argues that autonomy must be matched by vision, resources, and a commitment to staff development if it is to serve the knowledge economy. Recommendations include creating professional development centers, establishing transparent evaluation systems, and incentivizing participation in national and international projects.

Although the chapters address different levels and themes, they converge on several cross-cutting insights. Global frameworks and technologies are often adopted quickly, but their translation into practice is slow and uneven. Capacity-building (digital, managerial, and ethical) is the missing link that explains the implementation gap. Reforms that neglect the human dimension risk undermining the very purposes of education. Institutional autonomy, without vision and resources, becomes nominal rather than substantive. Across the volume, the argument emerges that effective reform is not about adopting models but about building systems that can adapt, sustain, and innovate.

The implications of this analysis are far-reaching. For policymakers, the book underscores the importance of aligning reforms with both global frameworks and local capacities, avoiding uncritical importation of models. For institutions, it highlights the strategic value of investing in staff well-being, professional development, and research infrastructure. For scholars, it enriches the literature on comparative and international education by presenting Ukraine as a case of global significance. For educators and practitioners, it offers conceptual tools and practical strategies to navigate technological change, reform fatigue, and humanistic challenges in daily practice.

What distinguishes this monograph is not only its thematic breadth but its integrative approach. Technological innovation, institutional governance, and philosophical reflection weave together with organizational culture, and empirical research, which creates a holistic picture of education under globalization. This integration is both its originality and its contribution. It demonstrates that education cannot be understood or reformed through a single lens; it requires dialogue between disciplines, perspectives, and levels of analysis.



In conclusion, "Educational policy and reforms: the impact of globalization" affirms that globalization is not a destiny to be endured but a context to be navigated with creativity, resilience, and commitment to human values. Education systems that succeed in this navigation will be those that combine innovation with humanism, global awareness with local grounding, and autonomy with responsibility. Ukraine's experience within broader international debates in the monograph contributes to a shared search for reforms that are competitive yet dignified, modern yet meaningful. The book is addressed to scholars, policymakers, institutional leaders, and practitioners alike, inviting them to see in Ukraine's challenges and innovations reflections of their own.

## CHAPTER 1

DESIGNING ENGLISH AND UKRAINIAN LANGUAGE COURSES  
WITH AI TOOLS: COMPARATIVE APPROACH

## CHAPTER 1

## ABSTRACT

This chapter examines how artificial intelligence (AI) tools, primarily ChatGPT and Copilot, can inform the design of English Language Teaching (ELT) and Ukrainian Language Teaching (ULT) courses for philology students. Grounded in a structured comparative analysis, the study synthesizes literature, analyzes AI-assisted course drafts, and considers practical use cases to evaluate impacts on course architecture, teaching processes, and learner outcomes. Framed within Education 4.0 and ongoing digital transformation, findings show that AI supports personalization, timely formative feedback, multimodal task design, and data-informed instructional decisions, while improving time- and cost-efficiency for educators and administrators. At the same time, persistent challenges include accuracy and reliability, sensitivity to linguistic and cultural nuance, uneven digital competence, technical constraints, and ethical risks related to bias, privacy, and transparency. The chapter argues that AI augments rather than replaces the teacher and that effective adoption requires capacity-building, governance for ethical and equitable use, and attention to institutional readiness. Pragmatic recommendations are offered for integrating AI into ELT/ULT course design to enhance engagement and proficiency while safeguarding human-centered aims.

## KEYWORDS

Artificial intelligence (AI), Education 4.0, digital transformation, English Language Teaching (ELT), Ukrainian Language Teaching (ULT), course design, personalization, adaptive learning, feedback and assessment, equity and ethical governance, ChatGPT, Copilot.

English Language Teaching (ELT) and Ukrainian Language Teaching (ULT) encompass a multifaceted approach to language instruction, tailored to meet the diverse needs of learners worldwide and locally [1–3]. As a field within applied linguistics, ELT and ULT draw upon various methodologies, theories, and pedagogical frameworks to facilitate the acquisition and development of English and Ukrainian language skills [4, 5] to meet the dynamic needs of learners in various linguistic and

cultural contexts [6] via the Communicative Language Teaching (CLT) methodology, which emphasizes authentic communication, meaningful interaction in real-life communicative tasks, and task-based learning activities in language classrooms [1, 7]; Task-Based Language Teaching (TBLT), which focuses on the use of authentic, purposeful tasks to promote language learning and proficiency while completing tasks that simulate real-world language use situations [8, 9]; the Direct Method, which emphasizes the use of target language in instruction and focuses on oral communication skills [1]; the Audio-Lingual Method, which emphasizes repetition, mimicry, and pattern practice to develop language skills [4]; and the Lexical Approach, which focuses on the teaching of vocabulary and collocations as the building blocks of language [10]. Moreover, in [11], on top to TBLT, such pedagogical frameworks as Content and Language Integrated Learning (CLIL), and the Sheltered Instruction Observation Protocol (SIOP) model also inform ELT and ULT practice by providing structured approaches to integrating language instruction with content learning. Further, from traditional classroom-based instruction to innovative technology-enhanced learning environments, ELT and ULT encompass a spectrum of teaching practices aimed at fostering proficiency in listening, speaking, reading, and writing in English [12, 13].

## 1.1 EVOLVING PARADIGMS IN LANGUAGE TEACHING

Historically, ELT has evolved in response to changes in global communication, migration patterns, and educational paradigms [6, 14]; so did ULT [13]. The emergence of communicative language teaching (CLT) in the late 20<sup>th</sup> century marked a significant shift towards interactive and learner-centered approaches to language instruction [7, 15] and emphasized the importance of authentic communication, TBL, and meaningful interaction in language classrooms [1]. In contemporary ELT and ULT practices, educators employ a variety of instructional strategies and techniques to engage learners and promote language acquisition: communicative activities, language games, role-plays, authentic materials, and technology-mediated tasks [5, 16], primarily focusing on learner autonomy, cultural awareness, and critical language awareness, that altogether has become increasingly prominent in ELT and ULT curriculum design [17, 18]. This leads to conclude that ELT and ULT continue to evolve in response to advances in linguistic research, educational technology, and the changing needs of learners in diverse linguistic and cultural contexts [16, 19]. However, as educators strive to enhance language teaching effectiveness and promote language learning outcomes, ongoing innovation and adaptation remain essential elements of ELT and ULT practice; the integration of Artificial Intelligence (AI) in education will only strengthen language teaching by offering personalized learning experiences and adaptive feedback, empowering educators to transcend traditional instructional limitations and optimize learning outcomes. Thus, we consider AI in education to represent a paradigm shift in teaching and learning practices, offering unprecedented opportunities for innovation and transformation. AI technologies, including natural language processing (NLP), machine learning, and data analytics, are revolutionizing educational

processes by enabling personalized learning experiences, adaptive instruction, and data-driven decision-making [20, 21].

In the context of ELT and ULT to university philology students, AI holds immense potential to enhance language learning outcomes by providing learners with tailored support, feedback, and engagement opportunities [22, 23]. By leveraging AI-powered tools and platforms, educators can optimize ELT and ULT course design, address individual learner needs, and foster a more inclusive and effective learning environment, create dynamic, adaptive, and personalized learning experiences that cater to the diverse needs and learning styles of individual learners [24]. Through AI-driven applications such as automated writing evaluation systems, language learning chatbots, and adaptive learning platforms, educators can provide timely feedback, scaffold learning experiences, and track learner progress more effectively [25, 26]. Furthermore, AI enables educators to harness the vast amounts of data generated in digital learning environments to inform instructional decisions, identify learning trends, and improve course efficacy [27, 28]. It is assumed that integration of AI in ELT and ULT course design not only enhances language learning outcomes but also empowers educators to create more engaging, efficient, and student-centered learning experiences.

Following the above, the primary purpose of this study was to examine the critical role of AI in the field of ELT and ULT, with a specific focus on its significance in designing and implementing effective language courses. Via the synthesis of existing research, theoretical frameworks, and practical examples, the work will elucidate the potential benefits, challenges, and implications of integrating AI tools into the course design process. Through an in-depth analysis of AI-powered applications and methodologies, i.e., ChatGPT and Copilot, we aimed to provide insights into how educators can harness the power of AI to optimize ELT and ULT practices, enhance pedagogy, and improve learning outcomes for language learners.

Positioning this analysis within the broader paradigm of Education 4.0 and ongoing digital transformation, the chapter views AI-assisted course design as a driver of pedagogical change rather than a stand-alone technical upgrade. The comparative focus on English and Ukrainian contexts highlights how adaptive technologies support personalization, data-informed decisions, and flexible learning pathways, while exposing constraints of uneven digital competence and institutional readiness. Framing the study this way aligns the practical course-design cases with international debates on transparency, bias, and equity in AI-enhanced education.

## 1.2 MATERIALS AND METHODS

We employed a structured comparative analysis to evaluate the integration of AI tools, specifically focusing on ChatGPT and Copilot, in ELT/ULT course design for philology students. To achieve the set objectives, we utilized a range of materials to explore the integration of AI tools in English and Ukrainian language teaching. These included theoretical frameworks on educational technology, detailed drafts of AI-assisted ELT and ULT course designs, comparative studies illustrating the

practical application and outcomes of ChatGPT, Copilot and other digital tools in language education. Thus, analyzing the conceptual frameworks of research, we categorized the 52 shortlisted works into several distinct groups based on their focus on artificial intelligence (AI) in education, language teaching methodologies, and the integration of technology in language learning. The following key groups were determined:

1) AI in language learning and education (27%), where works focus on the application, impact, and potential of AI in these areas; they explore how AI tools, teachable agents, and intelligent systems can enhance educational outcomes, personalize learning experiences, and support both teachers and students in the learning process;

2) language teaching methodologies and pedagogical strategies (27%), with research findings that cover task-based learning, communicative language teaching, and the lexical approach; these provide theoretical foundations and practical strategies for effective language instruction, focusing on both traditional and innovative pedagogical approaches;

3) integration of technology in language learning (17%), which explores the role of various technologies in enhancing language learning and discusses the use of AI, virtual and augmented reality, social learning analytics, and computer-supported collaborative learning; the focus of distinguished researchers is on how these technologies can be integrated into the language learning process to improve engagement, motivation, and educational outcomes;

4) specific language contexts and innovations in teaching (10%), which helped us provide insights into specific language teaching contexts, such as teaching modern Ukrainian, teaching Ukrainian in professional settings, teaching Ukrainian as a foreign language, innovations in language teaching in Ukraine, and the use of immersive technologies; the works mainly highlight localized approaches and case studies that demonstrate the application of innovative teaching practices in different educational settings;

5) other research complementing the findings in more advanced areas, e.g., ELT, multicultural education, innovations in education etc.

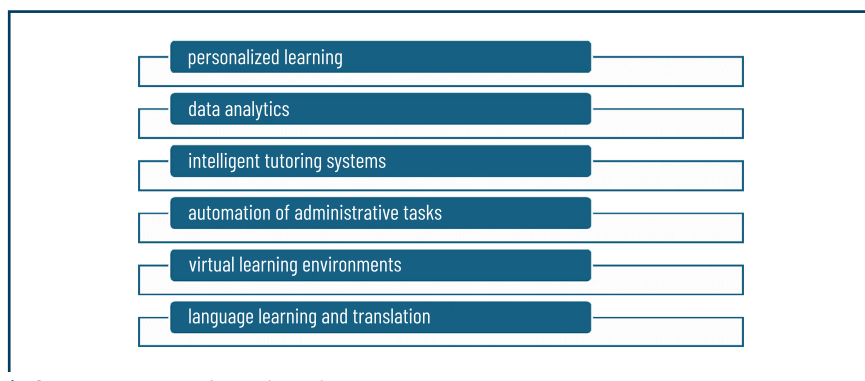
The research results covered a wide range of topics related to AI in education and the importance of robust pedagogical frameworks, causing the need for innovative strategies tailored to specific educational contexts. Detailed drafts of ELT and ULT courses designed with the assistance of ChatGPT and Copilot served as foundational materials for analysis, and examination of their application illustrated perspective outcomes.

To evaluate the integration of AI tools in ELT and ULT course design, we conducted a structured comparative analysis, incorporating a comprehensive literature review and detailed examination of AI-assisted course drafts. We analyzed the data obtained and presented the features, capabilities, and outcomes of ChatGPT and Copilot as opposed to other AI tools in the context of ELT and ULT course design. This involved evaluating the tools' effectiveness in personalizing learning, providing feedback, and supporting instructional decisions. A supplement was the key perspective for educators and administrators – the proposed approach would turn cost- and time efficient. Detailed studies of the ChatGPT and Copilot course drafts helped understand the practical

implementation of AI tools in language teaching of English and Ukrainian to university philology students. These studies provided insights into the benefits and challenges that may be experienced by both educators and students. Ultimately, the information from theoretical frameworks, course design drafts, and comparative studies was synthesized to identify patterns, draw conclusions, and provide recommendations for effective AI integration in language teaching of English and Ukrainian to philology students.

### 1.3 THE ROLE OF AI IN EDUCATION

The role of AI in education is multifaceted and continues to evolve rapidly with advancements in technology. Based on the studies and findings by X. Hu et al. [29], M. Maas et al. [30], A. Ravenscroft et al. [31], W. Holmes et al. [32], etc., the following key aspects of AI's role in education include personalized learning, data analytics, intelligent tutoring systems, automation of administrative tasks, virtual learning environments, language learning and translation, which are not the exhaustive list (**Fig. 1.1**).



**Fig. 1.1** Key aspects of AI's role in education  
*Source: research findings*

It is found that with personalized learning AI algorithms can analyze vast amounts of data to tailor learning experiences to individual students' needs, preferences, and learning styles. AI systems easily provide personalized recommendations, adaptive content, and targeted feedback; they can also optimize learning outcomes and engagement [33, 34]. Similarly, AI-powered tutoring systems can enhance students' performance when they simulate one-on-one tutoring experiences by providing personalized instruction, feedback, and support to students. These systems can be also used by ELT and ULTs to adapt to students' progress, diagnose learning gaps, and scaffold learning experiences to facilitate mastery of concepts [23, 29, 35].

Data analytics enables the collection, processing, and analysis of educational data on a large scale. This data-driven approach allows ELT and ULT educators to gain insights into student performance, identify learning trends when teaching English and Ukrainian as L1 or L2, and make data-informed decisions to improve teaching and learning practices [23, 36, 37].

Further, AI technologies can save a great deal of teachers' time as they may automate routine administrative tasks, such as grading assignments, managing student records, and scheduling classes. Educators in ELT and ULT can allocate more time and resources to teaching and supporting students [31, 32, 38] instead of spending their time on assessments and taking notes manually.

As VR (virtual reality) is advancing at an immense speed, AI-driven virtual learning environments can be used in ELT and ULT classrooms to create immersive and interactive learning experiences, e.g., virtual classrooms, simulations, and gamified learning activities. It is agreed with M. Maas and J. Hughes [30], and E. Abrenilla et al. [39] that "these environments enable students to engage with course materials in dynamic and engaging ways", enhancing motivation and retention [40].

Finally, AI-powered language learning platforms and translation tools can assist students in learning English and Ukrainian as L2, improving pronunciation, and translating texts in real-time. These tools leverage natural language processing and machine learning algorithms [40] to facilitate language acquisition and communication [38].

At large, AI has the potential to revolutionize education by enhancing personalized learning experiences, improving teaching efficiency, and expanding access to quality education. However, it is essential to address ethical considerations, privacy concerns, and ensure equitable access to AI technologies to maximize their benefits for all learners.

Drawing upon cognitive science, learning theories, and educational psychology, theoretical frameworks arise essential guides for understanding the role of AI in education and its integration into ELT practices provide a conceptual basis for the development and implementation of AI-powered educational technologies. Within the broader context of education, various theoretical perspectives shape the discourse surrounding AI integration. Constructs from cognitive science, such as schema theory and information processing models, offer insights into how learners acquire, process, and retain knowledge, thus informing the design of AI algorithms and adaptive learning systems [41]. Moreover, dating back, learning theories such as constructivism, socio-cultural theory, and connectivism provide theoretical underpinnings for understanding how learners construct knowledge, engage with learning materials, and interact within learning environments [42, 43] and emphasize the importance of active engagement, social interaction, and authentic learning experiences. With the advance of modern digitalization, AI technologies can facilitate personalized learning pathways through collaborative platforms, and interactive learning environments. Furthermore, in the specific context of ELT and ULT, pedagogical theories play a crucial role in guiding the integration of AI tools to enhance language instruction. Constructivist approaches, which emphasize the role of learners as active participants in their own learning process, align closely with the principles of AI-driven personalized learning. They provide learners with opportunities for exploration, discovery, and reflection, AI-powered language learning platforms can scaffold learning experiences and promote

deeper understanding of language concepts [38, 40]. Similarly, the socio-cultural theory, which emphasizes the socio-cultural context of learning and the importance of social interaction in knowledge construction, informs the design of AI-supported collaborative learning environments in ELT/ULT [43]. Language learning chatbots, virtual language exchange platforms, and collaborative writing tools leverage AI technologies to facilitate peer interaction, language practice, and cultural exchange among learners from diverse linguistic backgrounds. Finally, as mentioned in introduction task-based learning (TBL) theory provides a practical framework for integrating AI tools into ELT and ULT pedagogy [38]; it emphasizes the use of authentic, real-world tasks to promote language learning and communication skills, aligning closely with the goal of AI-driven language learning applications to provide contextualized, task-oriented language practice. To summarize, the theoretical framework for the role of AI in education and pedagogical theories supporting AI integration in ELT and ULT provides a rich conceptual basis for understanding the potential impact of AI technologies on language teaching and learning, enabling educators to harness the power of AI to create innovative, adaptive, and effective learning environments that empower learners to achieve their language learning goals.

## 1.4 FRAMEWORKS FOR DESIGNING ELT AND ULT COURSES WITH AI TOOLS

The integration of AI tools into the design and delivery of ELT courses requires a structured framework that aligns pedagogical principles with technological capabilities. Several frameworks have emerged to guide educators in effectively incorporating AI tools into ELT course design, facilitating personalized learning experiences, and optimizing learning outcomes. The literature review advances a wide variety of frameworks which aim at adaptive learning, data-driven instructional design, pedagogical agent, and social learning.

The adaptive learning frameworks leverage AI algorithms to dynamically adjust course content, pace, and difficulty level based on individual learner needs and performance [44] while data-driven instructional design frameworks utilize AI-driven analytics to inform course design decisions, identify learning trends, and assess learner progress [45]. The former, as opposed to data-driven frameworks, can tailor learning pathways, recommend resources, and provide personalized feedback to enhance language acquisition and mastery by analyzing learner interactions, preferences, and performance data [33, 34, 46] while with the latter educators can iteratively refine course materials, activities, and assessments to better meet learner needs and optimize learning outcomes, by analyzing learner data, such as engagement metrics, assessment results, and learning trajectories.

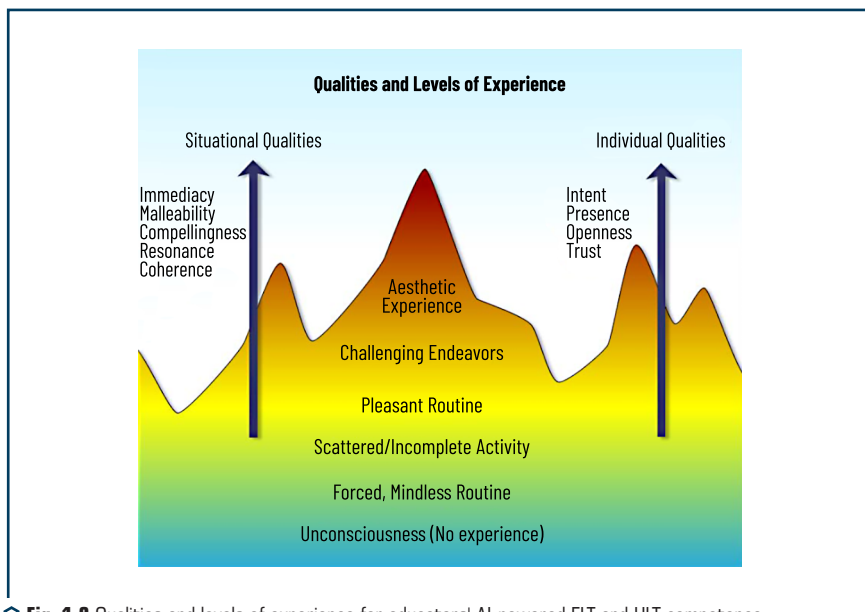
Next, pedagogical agent frameworks integrate AI-powered pedagogical agents into course design to provide personalized support, guidance, and feedback to learners [37, 47]. These virtual agents, powered by natural language processing and machine learning technologies, can engage learners in interactive dialogues, scaffold learning activities, and provide timely assistance, enhancing learner engagement and motivation in language learning contexts [48, 49]. However, the value of social learning frameworks cannot be underestimated as these can contribute even more as they



leverage AI technologies to facilitate collaborative learning experiences [15], peer interaction, and knowledge sharing among learners [50].

Based on the above it is found highly reasonable to incorporate social learning features such as discussion forums, collaborative projects, and peer review activities into ELT courses. It is agreed with P. Parrish and B. Wilson [51], and O. Chaika et al. [6] that then educators can create a supportive learning community where learners can engage in meaningful language practice and cultural exchange.

Moreover, in line with the *Qualities and Levels of Experience Model* presented by P. Parrish and B. Wilson, it is taken further that both educators and learners can grow their expertise, where the engagement levels may apply to educators irrespective of their years of employment and pedagogical experience – from those designing ELT and ULT courses while having no and hardly any experience and feeling forced to do that to those enjoying challenging endeavors and aesthetic experience (**Fig. 1.2**).



**Fig. 1.2** Qualities and levels of experience for educators' AI-powered ELT and ULT competence  
Source: [51]

From the above perspective, frameworks for designing ELT and ULT courses with AI tools provide educators with structured approaches for integrating AI technologies into course design and delivery. That becomes easily manageable with leveraging adaptive learning, employing data-driven

instructional design, pedagogical agents, and social learning frameworks, and learning experiences once personalized will become more engaging and dynamic, which altogether will optimize language learning outcomes for diverse audience in ELT and ULT contexts.

### 1.4.1 AI TOOLS FOR ELT AND ULT COURSE DESIGN

AI tools have revolutionized ELT and ULT course design, offering innovative solutions to enhance learning experiences and outcomes for students. Based on the study results, as well as discussions with teachers, the below enlisted AI tools appeared to lead and leverage advanced technologies, i.e., NLP and data analytics to provide personalized, interactive, and effective language learning experiences. Regarding ELT and ULT course design, these AI tools encompass a wide range of applications, including:

a) language practice and interaction, where AI-powered chatbots and virtual assistants enable learners to engage in simulated conversations, language practice activities, and interactive exercises; these tools provide personalized feedback, guidance, and support, enhancing learners' speaking, listening, and communication skills in authentic contexts;

b) personalized learning pathways relate to adaptive learning systems that utilize AI algorithms to analyze learner data and adjust course content, pace, and difficulty levels based on individual learning needs and preferences; by tailoring learning pathways to each student's strengths, weaknesses, and learning styles, these tools optimize learning outcomes and promote learner autonomy and engagement;

c) feedback and assessment are crucial to ELT and ULT course design, and AI-driven feedback mechanisms enable automated evaluation of language proficiency, grammar accuracy, and writing skills; moreover, these tools provide timely, targeted feedback to philology students, identifying areas for improvement and guiding them towards mastery of language concepts and skills;

d) content creation and customization, under which AI technologies facilitate the creation and customization of learning materials, exercises, and assessments; natural language generation algorithms generate text-based content, while machine learning algorithms adapt content to learners' proficiency levels, interests, and learning objectives, ensuring relevance and engagement;

e) language learning analytics, AI-powered analytics tools analyze learner data to identify patterns, trends, and insights related to language learning progress and performance; educators can use these insights to track student progress, assess learning outcomes, and inform instructional decisions, thereby optimizing course design and delivery.

It arrives that with AI tools ELT and ULT course design can be easily transformed into an engaging activity for educators and for learners it will offer personalized, interactive, and data-driven learning experiences. Educators can create dynamic and engaging language learning environments that cater to the diverse needs and preferences of learners, ultimately enhancing language proficiency and promoting lifelong learning.

Further, we present several AI tools, without limitation, which can be easily used in ELT and ULT course design:

- 1) LinguaBot;
- 2) Duolingo;
- 3) Grammarly;
- 4) Rosetta Stone;
- 5) ChatGPT;
- 6) Copilot.

These tools offer various features such as language practice, personalized feedback, grammar correction, and conversational interaction, enhancing the overall learning experience for philology students in ELT and ULT courses (**Table 1.1**).

● **Table 1.1** AI tools for ELT and ULT

No.	AI tools	General Overview	Application in ELT/ULT
1	LinguaBot	An AI-driven language tutoring platform that offers personalized language practice and feedback through text-based interactions	A virtual language tutor
2	Duolingo	A popular language learning platform that uses gamification and adaptive learning techniques to teach languages through interactive exercises	A supplementary tool to reinforce language learning outside the classroom
3	Grammarly	An AI-powered writing assistant that helps users improve their writing by detecting and correcting grammar, punctuation, and style errors	A tool to enhance writing skills and accuracy
4	Rosetta Stone	A language learning software that utilizes immersive learning techniques, including audiovisual materials and speech recognition technology, to teach languages	A supplementary tool for interactive lessons that focus on vocabulary, grammar, pronunciation, and cultural understanding
5	ChatGPT	A state-of-the-art conversational AI model developed by OpenAI, which uses NLP to generate human-like responses in text-based conversations	A tool to create interactive language practice activities, simulate real-life conversations, and provide personalized feedback to learners, and draft a [tentative] design of an ELT/ULT course
6	Copilot	An AI-powered code completion tool developed by GitHub and OpenAI, which assists developers in writing code by providing real-time suggestions, explanations, and code snippets	A tool to provide personalized assistance, explanations, and guidance

It is observed that LinguaBot as an AI tool can serve as a virtual language tutor, providing students with opportunities for language practice, vocabulary building, and grammar reinforcement. Its adaptive learning algorithms tailor exercises to students' proficiency levels and learning goals, offering targeted support and guidance to enhance language skills development. Its diverse functionalities and applications in ELT/ULT course design range from interactive language practice and personalized feedback to immersive language learning experiences and technical skill development. Integrating these tools into ELT/ULT curricula can enhance learning outcomes and engage students in meaningful language learning experiences. In parallel, Duolingo can be used to help educators assign specific exercises tailored to students' proficiency levels and learning objectives, providing additional practice opportunities, and tracking students' progress over time. Besides, shifting from vocabulary focus to other linguistic competencies, Grammarly is an AI tool that in ELT course design can be used by both educators and students to enhance writing skills and accuracy. Educators can integrate Grammarly into writing assignments to provide automated feedback on grammar and style, while students can use it as a self-editing tool to refine their writing before submission.

Another AI tool for ELT/ULT courses is Rosetta Stone, which can complement traditional instruction by offering students interactive lessons that focus on vocabulary, grammar, pronunciation, and cultural understanding, thus, growing their multiculturalism competencies. Its immersive approach helps learners develop language skills in context, fostering communicative competence and cultural awareness.

Finally, there are two other suitable for ELT/ULT course design AI-powered tools, such as ChatGPT and Copilot. In ELT/ULT course design, ChatGPT can be used to create interactive language practice activities, simulate real-life conversations, and provide personalized feedback to learners. It enhances engagement and fluency development by offering learners opportunities for authentic language use and interaction. Copilot in ELT/ULT courses focuses on programming or technical skills and can support learners in understanding and writing code in English. However, there is another application of this tool. It offers personalized assistance, explanations, and guidance, thereby promoting comprehension and proficiency in languages and enhancing English and Ukrainian language skills.

Already at their swing, AI innovations have brought transformative capabilities to ELT/ULT, offering educators powerful tools to enhance course design and delivery. Among these tools, ChatGPT and Copilot stand out for their distinct advantages, making them of significant interest in ELT/ULT contexts not only for the features specified in Table A but also for the course design as a time and effort saving instrument for educators.

To be more exact, ChatGPT, as a cutting-edge conversational AI model, revolutionizes language practice and interaction within ELT/ULT courses. Its NLP capabilities facilitate seamless communication between learners and virtual assistants, enabling personalized language exercises, feedback provision, and simulated conversations, including performance of the tasks that require generation of any text under a designated context, e.g., an ELT/ULT course. For learners, ChatGPT's ability to generate contextually relevant responses fosters authentic dialogue, enhancing learner engagement and fluency development. Moreover, its adaptability allows educators to tailor interactions

to individual learner needs, promoting personalized learning experiences that cater to diverse proficiency levels and learning styles.

Compared to ChatGPT, Copilot, an AI-powered code completion tool, is often seen to offer relevant support for ELT/ULT courses focusing on programming and technical skills. Developed by OpenAI, Copilot assists learners in coding tasks by providing real-time code suggestions, explanations, and guidance. Its advanced language understanding capabilities empower learners to grasp programming concepts more effectively, promoting comprehension and mastery of coding languages. For the ELT/ULT course design purposes, Copilot may, similarly to ChatGPT, draft the design of the course, in accordance with the set parameters. Additionally, for ELT/ULT purposes, Copilot's features adapt to learners' proficiency levels, offering personalized assistance that accelerates skill development and problem-solving abilities. Finally, Copilot streamlines the learning process for learners and assists educators with drafting course designs under limited timeline with confidence and efficiency.

## 1.4.2 CASE STUDIES

To exemplify how these tools can be applied by educators, below is a design of an ELT/ULT course, including grammar and vocabulary, for bachelor students (8 semesters). Thus, the first three courses for philology students in their first year at university are AI-powered designs, generated by Copilot (*Draft A*) and ChatGPT (*Draft B* and *Draft C*, enhanced). These three ELT course designs are complemented with the two more examples of ULT course designs, for Modern Ukrainian Literary Language, or Modern Literary Ukrainian, generated by Copilot (*Draft D*) and ChatGPT (*Draft E*), respectively.

### ***Draft A (copy-pasted from Copilot).***

**Copilot:** designing an ELT grammar course for bachelor students in their first year at university is a crucial task. Here are some key considerations and steps to create an effective grammar course:

#### ***Needs analysis:***

– begin by understanding the specific needs and goals of the students. What are their language proficiency levels? What are their academic and career aspirations? Tailor the course content accordingly.

#### ***Course objectives:***

– clearly define the course objectives. For first-year students, focus on building a strong foundation in English grammar. Objectives could include improving accuracy, fluency, and communicative competence.

#### ***Syllabus design:***

– consider the balance between form-focused and meaning-focused instruction. A well-rounded syllabus should cover both structural aspects (e.g., tenses, sentence patterns) and functional aspects (e.g., expressing opinions, making requests);

- explore existing syllabus models, such as the notional-functional syllabus, task-based syllabus, or genre-based syllabus;
- incorporate authentic materials (texts, dialogues, etc.) relevant to students' interests and future academic needs.

**Course content:**

- divide the course into modules or units. Each module can focus on a specific grammar point (e.g., verb tenses, articles, conditionals);
- integrate skills (listening, speaking, reading, writing) while teaching grammar. For example, use grammar exercises related to real-world contexts;
- include practical activities like role-playing, debates, and collaborative tasks.

**Assessment:**

- develop a balanced assessment plan. Use formative assessments (quizzes, in-class exercises) to monitor progress and summative assessments (end-of-unit tests, projects) to evaluate learning outcomes;
- assess not only accuracy but also students' ability to apply grammar rules in context.

**Materials and resources:**

- select appropriate textbooks, online resources, and supplementary materials. Ensure they align with the course objectives;
- encourage students to explore grammar-related websites, language apps, and language corpora.

**Technology integration:**

- leverage technology for grammar practice. Use language learning apps, online grammar checkers, and interactive exercises;
- create a course website or learning management system (LMS) where students can access resources, submit assignments, and engage in discussions.

**Feedback and revision:**

- provide timely feedback on students' written and spoken work. Encourage self-correction;
- allow opportunities for revision. Revisit previously taught grammar points in subsequent units.

**Inclusivity and differentiation:**

- recognize the diverse backgrounds and learning styles of students. Adapt teaching methods to accommodate various learning preferences;
- address common grammar challenges faced by non-native speakers (e.g., articles, prepositions).

**Engagement and motivation:**

- make grammar learning engaging. Use games, puzzles, and real-world examples;
- relate grammar concepts to students' personal experiences and interests.

The course design provided by Copilot encompasses several essential components to ensure the effectiveness of an ELT grammar course for first-year bachelor students and integrates needs analysis, syllabus design, and diverse teaching methodologies to ensure effective instruction. Educators while designing the course can take advantage of this tool and suggested focus on tailored

content, balanced assessment, and inclusive practices, as the course aims to foster student engagement, proficiency, and success in English grammar.

***Draft B (copy-pasted from ChatGPT, Version 3.5).***

**Course title:** English grammar fundamentals.

**Course description:** English grammar fundamentals is designed to provide students with a comprehensive understanding of the core principles of English grammar. Through a combination of theoretical study, practical exercises, and real-world applications, students will develop essential grammar skills necessary for effective communication in both spoken and written English. The course aims to enhance students' grammatical accuracy, fluency, and confidence in using English language structures.

**Course objectives:**

1. To develop a solid understanding of fundamental English grammar concepts, including parts of speech, sentence structure, and verb tenses.
2. To enhance students' ability to analyze and interpret grammatical structures in authentic texts.
3. To improve students' grammatical accuracy and proficiency in both spoken and written English.
4. To cultivate critical thinking skills through the exploration of grammar rules and their practical applications.
5. To promote effective communication skills by applying grammatical principles in various contexts and communicative tasks.

**Course outline:**

1. Introduction to English grammar:
  - definition of grammar and its importance in language learning;
  - overview of major grammar components: parts of speech, phrases, clauses, and sentences.
2. Parts of speech:
  - nouns: types, functions, and noun phrases;
  - verbs: tense, aspect, mood, and verb phrases;
  - adjectives and adverbs: comparison, placement, and modifiers.
3. Sentence structure:
  - basic sentence elements: subject, predicate, and objects;
  - types of sentences: simple, compound, complex, and compound-complex sentences;
  - sentence patterns and transformations.
4. Verb tenses and aspect:
  - present, past, and future tenses;
  - perfect and progressive aspects;
  - verb tense consistency and sequencing in narrative writing.
5. Modifiers and phrases:
  - adjective and adverb phrases: modifiers and complements;
  - prepositional phrases and their functions;
  - participial and gerund phrases.

## 6. Clauses and sentence types:

- independent and dependent clauses;
- subordinate clauses: relative clauses, adverbial clauses, and noun clauses;
- sentence types: declarative, interrogative, imperative, and exclamatory sentences.

## 7. Grammar in context:

- applying grammar rules in writing: essays, reports, and narratives;
- analyzing grammar in authentic texts: newspapers, literature, and academic articles;
- using grammar in oral communication: presentations, discussions, and debates.

**Assessment methods:**

1. Quizzes and homework assignments to assess understanding of grammar concepts.
2. Grammar exercises and worksheets to practice applying grammar rules in context.
3. Written assignments, such as essays and short compositions, to evaluate students' ability to use grammar accurately in writing.
4. Oral presentations and discussions to assess students' ability to communicate effectively using grammatically correct English.
5. Midterm and final exams to evaluate overall comprehension and retention of course material.

**Textbook:** "Understanding and Using English Grammar" by B. Azar and S. Hagen.

**Additional resources:**

- online grammar tutorials and interactive exercises;
- supplementary reading materials on English grammar usage and style guides;
- language learning software and apps for grammar practice.

As demonstrated above, this draft outline by ChatGPT provides a comprehensive overview of the English Grammar course, outlining its objectives, content, assessment methods, and recommended resources. However, it should be noted that references are not to be followed as trustworthy; they are made up by the tool as an example to be further changed and substituted by humans. Nevertheless, the course is designed to equip bachelor students with a strong foundation in English grammar, essential for academic success and effective communication in English-speaking contexts, on the one hand, and broaden the course design horizons for educators refreshing different perspectives.

**Draft C (copy-pasted from ChatGPT, Version 3.5).**

**Course title:** Introduction to English grammar for bachelor students.

**Course description:** this course is designed to provide first-year bachelor students with a comprehensive understanding of English grammar. Through a combination of theoretical explanations, practical exercises, and real-life examples, students will develop essential grammatical knowledge and skills necessary for effective communication in English. The course will cover fundamental concepts such as parts of speech, sentence structure, verb tense and aspect, and sentence types. Emphasis will also be placed on practical application, including writing, and editing exercises, to reinforce learning.



**Course objectives:**

1. To familiarize students with the basic components of English grammar.
2. To develop students' ability to analyze and understand sentence structure.
3. To enhance students' proficiency in using English grammar accurately and effectively in both spoken and written communication.
4. To cultivate students' critical thinking skills through the examination and application of grammatical principles.
5. To provide opportunities for students to practice and refine their grammar skills in authentic contexts.

**Course outline:**

*Week 1–2.* Introduction to grammar:

- overview of the course objectives, expectations, and resources;
- definition of grammar and its importance in communication;
- parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

*Week 3–4.* Sentence structure:

- basic sentence elements: subject, predicate, object;
- sentence types: declarative, interrogative, imperative, exclamatory;
- sentence patterns and variations.

*Week 5–6.* Verb tense and aspect:

- overview of verb tense system: present, past, future;
- progressive aspect and perfect aspect;
- verb conjugation and irregular verbs;

*Week 7–8.* Noun phrases and pronouns:

- noun phrase structure: determiners, modifiers;
- types of pronouns: personal, possessive, demonstrative, relative, interrogative, indefinite;
- agreement between pronouns and antecedents.

*Week 9–10.* Adjectives and adverbs:

- functions and placement of adjectives;
- degrees of comparison: positive, comparative, superlative;
- types and functions of adverbs.

*Week 11–12.* Sentence transformation and editing:

- sentence transformation exercises: affirmative to negative, active to passive, direct to indirect speech;
- proofreading and editing techniques;
- peer review and feedback sessions.

*Week 13.* Review and assessment:

- review of key concepts and grammar rules covered in the course;
- practice exercises and quizzes;

- final assessment: written exam and/or practical assignment.

**Course materials:**

- textbook: "Understanding English Grammar" by B. S. Azar;
- online resources: grammar exercises, interactive tutorials, and supplementary readings;
- grammar reference guides and handouts provided by the instructor.

**Assessment:**

- weekly quizzes and homework assignments (30%);
- midterm exam covering grammar concepts and application (30%);
- final project: writing assignment or grammatical analysis task (20%);
- final exam: comprehensive assessment of course content (20%).

**Teaching methodology:**

- lectures: theoretical explanations and examples presented by the instructor;
- interactive activities: group discussions, pair work, and role-play exercises;
- hands-on practice: grammar drills, writing tasks, and editing exercises;
- multimedia presentations: videos, audio recordings, and online tutorials.

**Grading policy:**

- A: 90–100%;
- B: 80–89%;
- C: 70–79%;
- D: 60–69%;
- F: below 60%.

**Course policies:**

- attendance: regular attendance and active participation in class activities are expected;
- late submissions: assignments submitted after the due date will incur a penalty;
- academic integrity: plagiarism or cheating will result in disciplinary action as per university policies;
- accommodations: students with disabilities or special needs should contact the instructor to arrange appropriate accommodations.

**Note:** this course outline serves as a general framework and can be modified or adapted according to the specific needs and preferences of the instructor and students.

In summary to the above ELT courses, several advantages of *Draft C* course design for ELT should be noted over the courses in *Drafts A* and *B*, i.e., systematic organization and comprehensive coverage, interactive teaching methods and balanced assessment, and alignment with learning objectives and practical application. Firstly, unlike the course design created by Copilot in *Draft A*, which may lack detailed organization or comprehensive coverage of grammar topics, *Draft C* provides a clear and structured outline covering fundamental grammar concepts in depth, ensuring students receive a thorough understanding of English grammar. Secondly, the latter draft by ChatGPT in contrast to *Draft B*, which may lack interactive elements or varied assessment strategies, incorporates diverse teaching methodologies such as group discussions, pair work, and multimedia

presentations, along with a balanced assessment strategy including quizzes, exams, and projects, which altogether ensures active student engagement and holistic evaluation of learning outcomes. Finally, unlike both courses in *Drafts A and B*, which may not fully align with both theoretical and practical learning objectives, *Draft C* for ELT design strikes a balance between theoretical explanations and practical application, integrating real-life examples and writing/editing exercises to reinforce learning and promote effective communication skills in English. Most importantly, and what is going to be discussed in challenges of implementing AI tools for ELT course designs, *Draft C* includes the note in the end: "*This course outline serves as a general framework and can be modified or adapted*", which is critically important for ethical considerations and originality statement [18] of the work by educators.

***Draft D (copy-pasted from Copilot).***

**Course title:** Modern literary Ukrainian.

**Course description:** this course introduces students to Modern Literary Ukrainian, encompassing its development, cultural context, and contemporary usage. It aims to develop students' proficiency in Ukrainian language and acquaint them with significant literary works and media that shape modern Ukrainian discourse.

**Course objectives:**

1. To understand the evolution of the Ukrainian language and its literary forms.
2. To analyze and interpret Ukrainian literary texts and media critically.
3. To enhance language skills in reading, writing, speaking, and comprehension.
4. To explore the role of literature and media in reflecting and shaping societal values and identity.

**Course content:**

1. Introduction to modern literary Ukrainian:
  - historical development of the Ukrainian language;
  - overview of the Ukrainian literary canon;
  - language structure and contemporary usage.
2. Literature and cultural identity:
  - study of key literary figures and their contributions;
  - exploration of themes such as identity, nationalism, and the individual versus society.
3. Ukrainian literature and film:
  - analysis of literary works adapted into films;
  - the interplay between visual and textual narratives.
4. Contemporary Ukrainian media:
  - examination of current Ukrainian media and journalism;
  - the impact of media on language and culture.
5. Language and politics:
  - the influence of political movements on language and literature;
  - case studies: Maidan Revolution and the Russia-Ukraine conflict.

**Learning outcomes:**

- demonstrate an understanding of the structure and usage of modern literary Ukrainian;
- critically analyze Ukrainian literary texts and media;
- communicate effectively in both spoken and written Ukrainian;
- reflect on the cultural and political dimensions of Ukrainian literature and media.

**Assessment methods:**

- written assignments analyzing literary texts and media;
- oral presentations on selected topics;
- participation in class discussions;
- final exam encompassing comprehension, translation, and essay writing.

**Recommended readings:**

- selections from twentieth-century Ukrainian literature and film;
- contemporary Ukrainian prose and poetry;
- academic articles on Ukrainian language and cultural studies.

**Course duration:** one academic year (two semesters).

**Prerequisites:** none. This course is designed for beginners.

**Teaching methods:**

- lectures and seminars;
- group discussions and debates;
- film screenings and analysis;
- language labs for practice.

This draft is a starting point and can be tailored to meet the specific needs and goals of your academic program. It's also essential to include a variety of assessment methods to cater to different learning styles and to provide students with a comprehensive understanding of Modern Literary Ukrainian.

*Draft D* as an AI-generated course design holds both strengths and weaknesses. First, it offers a comprehensive overview of modern Ukrainian literary language, integrating historical development, key literary figures, and contemporary media and politics. Second, the interdisciplinary approach provides students with a holistic understanding of the Ukrainian language's cultural significance. Third, the course also emphasizes practical application through language labs, film analysis, and group discussions, enhancing students' speaking, writing, and analytical skills. Finally, the focus on critical thinking and cultural identity helps students appreciate the broader socio-cultural impact of language. It may serve as a backbone to build on the necessary elements and design more specific features. At the same time, a list of weaknesses may refer to a broad range of topics, which might limit the depth of coverage for each area, potentially leaving philology students with a superficial understanding of the required information. Then, the resource-intensive nature of the course, requiring technology, materials, and skilled instructors, may not be feasible in all educational settings given the age and IT-competence of lecturers. Moreover, assessment methods, while diverse, might not cater to all learning styles, disadvantaging students uncomfortable with oral presentations

or group discussions. Additionally, despite being designed for first year philology students, the course might be challenging for those with no prior exposure to Ukrainian language or literature, necessitating additional support. Finally, the context-specific content may limit the course's appeal to a broader audience, especially those not specifically interested in Ukrainian studies.

***Draft E (copy-pasted from ChatGPT, Version 3.5).***

**Course title:** Modern literary Ukrainian for first-year bachelor students.

**Course description:** this course introduces first-year bachelor students to modern literary Ukrainian, focusing on its evolution, cultural context, and contemporary usage. The course aims to develop students' proficiency in Ukrainian language skills and familiarize them with significant literary works and media shaping the modern Ukrainian discourse.

**Course objectives:**

1. To understand the evolution of the Ukrainian language and its literary forms.
2. To critically analyze and interpret modern Ukrainian literary texts and media.
3. To enhance linguistic skills in reading, writing, speaking, and comprehension in Ukrainian.
4. To explore the role of literature and media in reflecting and shaping societal values and identity.

**Course outline:**

*Week 1–2.* Introduction to modern literary Ukrainian:

- overview of the course objectives, expectations, and resources;
- historical development of the Ukrainian language;
- key characteristics of modern literary Ukrainian.

*Week 3–4.* Literary canon and cultural identity:

- introduction to significant figures in modern Ukrainian literature;
- exploration of themes such as identity, nationalism, and societal values;
- analysis of selected literary works.

*Week 5–6.* Ukrainian literature in film:

- examination of literary works adapted into films;
- comparative analysis of narrative techniques in literature and film;
- film screenings and discussions.

*Week 7–8.* Contemporary Ukrainian media:

- analysis of modern Ukrainian media and journalism;
- the impact of media on language and culture;
- case studies of notable media texts.

*Week 9–10.* Language and politics:

- exploration of the political influences on language and literature;
- case studies on the Revolution of Dignity and the Russia-Ukraine conflict;
- analysis of political discourse in literary texts.

*Week 11–12.* Practical language skills:

- language labs focusing on reading, writing, and speaking skills;

- practical exercises and real-life applications;
- peer review and feedback sessions.

*Week 13.* Review and assessment preparation:

- review of key concepts and course materials;
- practice exercises and quizzes;
- preparation for final assessments.

*Week 14.* Final assessments:

- written examination covering course content;
- oral presentations on selected topics;
- submission of a final essay or project.

**Course materials:**

- textbook: selected works of modern Ukrainian literature;
- supplementary readings: articles and excerpts from Ukrainian media;
- film excerpts and documentaries;
- online resources: language exercises, interactive tutorials, and multimedia content.

**Assessment methods:**

- weekly quizzes and homework assignments (30%);
- midterm exam on literary analysis and language skills (25%);
- oral presentations and participation in class discussions (20%);
- final written exam and/or project (25%).

**Teaching methodology:**

- lectures: theoretical explanations and contextual background;
- seminars: group discussions and in-depth analysis;
- language labs: practical exercises and language practice;
- multimedia presentations: film screenings and media analysis.

**Grading policy:**

- A: 90–100%;
- B: 80–89%;
- C: 70–79%;
- D: 60–69%;
- F: below 60%.

**Course policies:**

- attendance: regular attendance and active participation in class activities are expected;
- late submissions: assignments submitted after the due date will incur a penalty;
- academic integrity: plagiarism or cheating will result in disciplinary action as per university policies;
- accommodations: students with disabilities or special needs should contact the instructor to arrange appropriate accommodations.

**Note:** this course outline is a general framework and may be adapted to meet the specific needs and goals of the academic program and its students.

*Draft E* for ULT in addition to course title, description, and objectives, provides a detailed week-by-week breakdown of the course content, which helps in better planning and ensures comprehensive coverage of the topics. This structured approach facilitates a more organized learning experience for philology students and helps language instructors manage the course timeline effectively. It also includes a specific week dedicated to review and assessment preparation which ensures that students have ample time to consolidate their learning, clarify doubts, and prepare for the final assessments. We find it particularly beneficial for first-year philology students who might be new to university-level examinations. Another benefit of *Draft E* design is two weeks dedicated to practical language skills with language labs, practical exercises, and peer review sessions. This focus on practical application ensures that philology students can directly apply what they have learned, enhancing their linguistic proficiency in a hands-on manner. Additionally, *Draft E* explicitly outlines course policies, including attendance, late submissions, academic integrity, and accommodations for students with disabilities. This transparency helps set clear expectations from the beginning, ensuring a fair and structured learning environment.

Comparing the ULT course designs, it should be noted that both ULT drafts cover similar topics, including the historical development of the Ukrainian language, literary analysis, contemporary media, and the impact of politics on language. However, *Draft E*'s weekly outline provides a more granular approach, ensuring each topic is covered thoroughly within a specific timeframe.

It should not be missed that both drafts generated by Copilot and ChatGPT employ a mix of lectures, seminars, group discussions, and multimedia presentations. They also include practical language labs, which are emphasized clearly and appear to be an integral part of the curriculum, ensuring that philology students get ample practice. Both drafts use a variety of assessment methods, including written assignments, oral presentations, and participation in class discussions. *Draft E*, however, is more specific about the percentage breakdown of assessments and includes a dedicated review week, which is advantageous for student preparation. Ultimately, *Draft E* for ULT includes detailed course policies and a clear grading policy, providing transparency and setting clear expectations for students whereas *Draft D* for ULT mentions diverse assessment methods but does not elaborate on policies or grading criteria.

Nevertheless, both drafts by Copilot and ChatGPT are designed for a full academic year (two semesters) and are aimed at philology beginners, ensuring equal accessibility for first-year students with no prior exposure to the Ukrainian language or literature. However, it is visible that *Draft E* provides a more detailed and structured course design, with clear weekly outlines, dedicated time for assessment preparation, and a strong emphasis on practical language skills. These features make it a more student-centered and well-organized course, likely to enhance the learning experience for first-year philology students. *Draft D* for ULT, while comprehensive, lacks the detailed structure and specific preparation components that *Draft E* offers.

Comparing the course designs for ELT and ULT from both Copilot and ChatGPT reveals distinct approaches and strengths in their frameworks. ChatGPT's course designs are organized on a week-by-week basis, providing clear progression for philology students. This detailed structure includes

practical language labs, an emphasis on historical development, and thematic modules covering literature, media, and politics; another strength lies in its clarity and structured progression, which makes it easier for students to follow and understand the course content. In contrast, Copilot's course designs are organized around thematic modules without a strict week-by-week breakdown. The content covers essential language skills, literature, media analysis, and cultural themes, emphasizing critical analysis and the cultural context of the language. The strength of the approach is encouragement of students to think critically and understand the broader cultural and political dimensions of language. Additionally, the course designs by Copilot and ChatGPT balance language proficiency with cultural understanding, emphasizing practical applications and the socio-political context of language use.

Therefore, the main difference between the two tools in designs lies in their structure and focus. ChatGPT's designs are more structured with a clear week-by-week outline, which provides a straightforward progression for students, which when combined with practical exercises, is particularly beneficial for philology beginners. On the other hand, Copilot's designs are organized around thematic modules, allowing for flexibility and deeper thematic exploration. This approach fosters critical thinking and reflection [15] that brings a deeper understanding of cultural and political contexts, enriching the learning experience [38]. In the end, both Copilot and ChatGPT emphasize a balance between language proficiency and cultural understanding.

### 1.4.3 BENEFITS AND CHALLENGES OF AI INTEGRATION IN ELT/ULT COURSE DESIGN

Following the examples of possible application upon integration of AI, particularly through tools like ChatGPT and Copilot, into ELT/ULT and education, it should be emphasized that AI brings forth a multitude of benefits and challenges in the course design. V. Svyrydiuk et al. [52] reasonably note, "the use of information technologies, components of which include learning platforms or applications, optimizes and improves both classroom and extracurricular independent learning activities of students as a means of mastering written language independently". Among the benefits, the following can be mentioned:

- 1) ready-to-go draft of an ELT/ULT course to be modified and amended by educators;
- 2) enhanced interactivity inasmuch ChatGPT and Copilot foster interactive learning experiences, allowing learners to engage in real-time conversations or receive immediate coding support, that fosters active participation and engagement, making learning more dynamic and immersive;
- 3) personalized feedback as these AI tools offer personalized feedback tailored to individual learner needs, addressing specific language or proficiency areas for improvement, and by providing targeted guidance, they facilitate more effective skill development and learning progression;
- 4) real-time assistance with which philology students benefit from instant access to language practice or programming support, enabling them to overcome challenges and make progress in their learning journey without delays, which will accelerate learning and boost confidence;



5) authentic learning opportunities, which are enabled via ChatGPT or Copilot and their authentic language use through conversational interactions, by means of simulating authentic contexts, providing learners with practical, hands-on experience that enhances their skills and prepares them for real-world applications.

To the challenges we refer:

1) accuracy and reliability of the information provided, which is paramount for education and educators; it means that educators cannot rely on the provided data and should verify the correctness of everything suggested by AI tools in order to prevent misinformation or errors that could impede learning progress;

2) language and cultural nuances, as AI models may struggle with understanding subtle language nuances or cultural contexts, leading to misinterpretations or inappropriate responses, which may threaten educational ethics, equity, diversity and the like principles in a multicultural world [6]; to mitigate these risks, educators should focus on cultural sensitivity and linguistic accuracy to provide meaningful learning experiences;

3) technical limitations, which means that ChatGPT and Copilot may face technical constraints or compatibility issues with certain platforms or devices, and on the other hand, digital literacy with educators – their age, teaching experience, digital competence, continuous learning skills, etc. may hardly be overestimated;

4) ethical considerations, which are prerequisite to address ethical concerns surrounding algorithmic bias, and the ethical use of AI in educational settings [18], for which educators must adhere to ethical guidelines and policies to safeguard learner privacy and ensure fair and equitable learning experiences.

To conclude, while AI integration in ELT/ULT course design offers numerous benefits, including ready-to-go course designs, enhanced interactivity, personalized feedback, real-time assistance, and authentic learning opportunities, educators must also navigate challenges related to accuracy, cultural sensitivity, technical limitations, and ethical considerations to harness the full potential of AI in language education.

Among the advantages of ChatGPT and Copilot, the above are just a few possible scenarios how these AI-powered tools may apply for ELT/ULT. For example, in a beginner-level English/Ukrainian course, educators may also incorporate ChatGPT to provide language practice activities. Students can engage in simulated conversations with ChatGPT, practicing common greetings, introductions, and everyday dialogues. Respectively, ChatGPT generates contextually relevant responses, offering immediate feedback and scaffolding language practice in a supportive environment. That means learners will benefit from interactive language practice sessions that enhance fluency and confidence in speaking. Next, in an advanced writing course, educators may integrate ChatGPT into day-to-day performance to provide feedback on student essays. After submitting their essays, students receive automated feedback from ChatGPT, highlighting grammatical errors, suggesting revisions, and providing writing tips. ChatGPT assists learners in self-editing and revising their work, improving writing accuracy and coherence. Educators may build on and take it to group discussion and

reflection and self-reflection activities for further growth and improvement. Ultimately, another application may be a group project-based learning course, where educators utilize ChatGPT to facilitate collaboration and communication among students. ChatGPT serves as a virtual team member, participating in group discussions, providing ideas, and coordinating project tasks. Students interact with ChatGPT to brainstorm ideas, delegate responsibilities, and track project progress, promoting teamwork and collaboration skills development.

## 1.5 FUTURE DIRECTIONS AND IMPLICATIONS

The integration of AI tools, e.g., ChatGPT and Copilot, in ELT/ULT course design opens new avenues for innovation and advancement in language education. Looking ahead, several future directions and implications emerge from which advancements in personalization as part of an ELT/ULT course design may require more focus in research, looking into possibilities to offer more tailored learning experiences that cater to individual learner needs, preferences, and learning styles.

ChatGPT and Copilot are transforming language education by enabling personalized learning, collaborative tasks, and multimodal course designs that integrate text, audio, and visuals for immersive experiences. These tools enhance learner engagement while supporting ELT and ULT with AI-powered platforms for global accessibility and inclusivity. However, future development must prioritize ethical AI use, addressing privacy, bias, and decision-making concerns to ensure fair and equitable education.

## CONCLUSIONS

The integration of AI tools in ELT/ULT course design holds immense promise for revolutionizing language education practices. Through the exploration of AI tools such as ChatGPT and Copilot, this study has highlighted the potential benefits and challenges associated with leveraging AI technologies in ELT/ULT contexts. It is stressed out that enhancing drafts of possible scenarios for ELT/ULT course designs with interactivity, it is easier and more time-efficient to provide personalized feedback. Offering real-time assistance, AI tools like ChatGPT and Copilot offer unique opportunities to create dynamic and engaging learning environments that cater to the diverse needs of learners. These tools enable educators to facilitate authentic language use, foster skill development, and prepare learners for real-world language and technical challenges. However, alongside these benefits come challenges related to accuracy, cultural sensitivity, technical limitations, and ethical considerations. Educators must navigate these challenges thoughtfully to ensure the effective and ethical integration of AI technologies in ELT/ULT course design. Future directions for AI integration in ELT/ULT course design include further advancements in AI capabilities, continued research on effective pedagogical strategies, and ongoing professional development for educators. Additionally,

addressing ethical concerns and promoting equitable access to AI-driven educational resources will be essential for fostering inclusive and sustainable language education practices. In the discussed light, it is imperative for educators, researchers, policymakers, and industry stakeholders to collaborate closely to harness the full potential of AI in advancing language education and promoting lifelong learning opportunities for all learners.

Taken together, these findings extend beyond course mechanics to illustrate how AI-supported ELT/ULT participates in the wider digital transformation of pedagogy. In this sense, the English-Ukrainian comparative lens contributes to the Education 4.0 discourse, underscoring that technological innovation must be matched by capacity-building, ethical governance, and equity safeguards so that human-centered aims remain paramount.

To conclude, the integration of AI tools in ELT/ULT course design represents a transformative shift in language education, with the potential to facilitate work of educators with course designs and enhance students' learning experiences, improve learning outcomes, and empower them to thrive in an increasingly interconnected and diverse world.

## REFERENCES

1. Richards, J. C., Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press, 270. <https://doi.org/10.1017/9781009024532>
2. Kvasova, O., Kavytska, T. (2014). The assessment competence of university foreign language teachers: A Ukrainian perspective. *Language Learning in Higher Education*, 4 (1), 159–177. <https://doi.org/10.1515/cerclres-2014-0010>
3. Bilianska, M., Kolodyazhna, A., Shuhailo, Y., Bohoslavets, L. (2021). Peculiarities of the Ukrainian Language as a Foreign Language Teaching in the Conditions of Distance Learning. *Proceedings of the International Conference on New Trends in Languages, Literature and Social Communications (ICNTLLSC 2021)*. Atlantis Press, 244–254. <https://doi.org/10.2991/assehr.k.210525.029>
4. Brown, H. D. (2014). *Principles of language learning and teaching: A course in second language acquisition*. San Francisco: Pearson Education; San Francisco State University, 347.
5. Kharitonenko, L. (2022). Innovations and traditions in Ukrainian language teaching at the educational establishments of Ukraine: cases, models of the future. *Futurity Education*, 2 (1), 68–85. <https://doi.org/10.57125/FED.2022.25.03.7>
6. Chaika, O., Chahrak, N., Zhumbel, M., Apelt, H., Kopchak, L., Litvinova, A. (2021). Pedagogical framework for poly multicultural education of foreign language students seeking a degree in teaching. *International Journal of Health Sciences*, 5 (3), 605–616. <https://doi.org/10.53730/ijhs.v5n3.2618>
7. Nunan, D. (1991). Communicative Tasks and the Language Curriculum. *TESOL Quarterly*, 25 (2), 279–295. <https://doi.org/10.2307/3587464>

8. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press, 27–33.
9. Chaika, O. (2023). Multicultural Education in Foreign Language Teaching: Task-Based Approach. *International Journal of Social Science and Human Research*, 6 (3), 1476–1482. <https://doi.org/10.47191/ijsshr/v6-i3-18>
10. Lewis, M. (1993). *The lexical approach. The State of ELT and a Way Forward*. Hove: Language Teaching Publications, 223. Available at: <https://www.scribd.com/document/482737921/Lewis-Michael-the-lexical-approach>
11. Richards, J. C. (2015). Key issues in language teaching. Cambridge: Cambridge University Press, 826. Available at: <https://www.professorjackrichards.com/wp-content/uploads/Key-Issues-in-Language-Teaching-Reviewed-by-Le-Van-Canh.pdf>
12. Bogush, A. M., Korolova, T. M., Popova, O. V. (2020). Foreign Language Education Standards: Ukrainian Dimension. *Universal Journal of Educational Research*, 8 (4), 1261–1272. <https://doi.org/10.13189/ujer.2020.080417>
13. Shramko, R., Stepanenko, M., Pedchenko, S., Pryma, L., Komlyk, N. (2023). Teaching Ukrainian as foreign language (TUKFL) at pedagogical university: Innovations and perspectives. *Ad Alta: Journal of Interdisciplinary Research*, 13 (2), 222–227. <https://doi.org/10.33543/j.1302.222227>
14. Celce-Murcia, M., Brinton, D. M., Snow, M. A. (2014). *Teaching English as a second or foreign language*. Boston: Heinle ELT.
15. Chaika, O., Sharmanova, N. (2023). Innovative efficiency models in foreign language communication: lifelong learning and multiculturalism. Lifelong learning: models and methods of implementation. Kharkiv: PC TECHNOLOGY CENTER, 59–88. doi: <https://doi.org/10.15587/978-617-7319-70-1.ch3>
16. Dalimunthe, N. H., Widyantoro, A., Widiarti, Y., Islamiaty, D. (2023). Communicative games: Their implementation to improve students' speaking skills. *International Journal of Contemporary Studies in Education (IJ-CSE)*, 2 (3), 168–175. <https://doi.org/10.56855/ijcse.v2i3.617>
17. Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New Haven, London: Yale University Press, 352. Available at: [https://www.ugr.es/~isanz/archivos\\_m3thodology/kumaravidelulibrocap1.pdf](https://www.ugr.es/~isanz/archivos_m3thodology/kumaravidelulibrocap1.pdf)
18. Chaika, O., Domina, V., Nikolaienko, S., Fedosii, O. (2023). Zero tolerance to plagiarism in multicultural teamwork: Challenges for English-speaking non-EU and EU academics. *World Journal of English Language*, 13 (4), 14–22. <https://doi.org/10.5430/wjel.v13n4p14>
19. Beviz, O., Gembaruk, A., Zabolotna, O. (2018). Teaching and learning English can be different: introducing new methodology curriculum. *Inspiring Professional Excellence in Teaching Languages*. Bălți: S. n. Tipogr. "Indigou Color", 22–32. Available at: [https://ibn.idsi.md/sites/default/files/imag\\_file/22-32\\_8.pdf](https://ibn.idsi.md/sites/default/files/imag_file/22-32_8.pdf)
20. Wang, R. (2019). *Research on Artificial Intelligence Promoting English Learning Change*. Advances in Social Science, Education and Humanities Research. Suzhou City, China: Atlantis Press. <https://doi.org/10.2991/emehts-19.2019.79>

21. Wang, Z., Cui, T., Cai, S., Ren, S. (2021). Team reflexivity, individual intellectual capital, and employee innovative behavior: a multilevel moderated mediation. *Journal of Intellectual Capital*, 23 (6), 1276–1295. <https://doi.org/10.1108/jic-11-2020-0362>
22. Sun, Z., Anbarasan, M., Kumar, D. (2020). Design of an online intelligent English teaching platform based on artificial intelligence techniques. *Computational Intelligence*, 37 (3), 1166–1180. <https://doi.org/10.1111/coin.12351>
23. Sharadgah, T., Sa'di, R. (2022). A systematic review of research on the use of artificial intelligence in English language teaching and learning (2015–2021): What are the current effects? *Journal of Information Technology Education Research*, 21, 337–377. <https://doi.org/10.28945/4999>
24. Mukhallafi, T. R. A. (2020). Using Artificial Intelligence for Developing English Language Teaching / Learning: An Analytical Study from University Students' Perspective. *International Journal of English Linguistics*, 10 (6), 40–53. <https://doi.org/10.5539/ijel.v10n6p40>
25. Fitria, T. (2021). The use of technology based on artificial intelligence in English teaching and learning). *Elt Echo the Journal of English Language Teaching in Foreign Language Context*, 6 (2), 213–233. <https://doi.org/10.24235/eltecho.v6i2.9299>
26. Gilson, A., Safranek, C. W., Huang, T., Socrates, V., Chi, L., Taylor, A., Chartash, D. (2023). How does Chatgpt perform on the United States medical licensing examination? The implications of large language models for medical education and knowledge assessment. *JMIR Medical Education*, 9, e45312. <https://doi.org/10.2196/45312>
27. Zilberman, A. (2019). AI and Learning: The Latest Learning Methodology. eLearning Industry. Available at: <https://elearningindustry.com/artificial-intelligence-best-tool-learning-english>
28. Sallam, M. (2023). Chatgpt utility in healthcare education, research, and practice: a systematic review on the promising perspectives and valid concerns. *Healthcare*, 11 (6), 887. <https://doi.org/10.3390/healthcare11060887>
29. Hu, X., Cai, Z., Olney, A. (2019). Semantic Representation and Analysis (SRA) and Its Application in Conversation-Based Intelligent Tutoring Systems (CbITS). *Learning Science: Theory, Research, and Practice*. Publishing: McGraw-Hill Education, 103–126. Available at: <https://bpb-us-w2.wpmucdn.com/blogs.memphis.edu/dist/d/2954/files/2020/02/Hu2019-SRA.pdf>
30. Maas, M. J., Hughes, J. M. (2020). Virtual, augmented and mixed reality in K–12 education: A review of the literature. *Technology, Pedagogy and Education*, 29 (2), 231–249. <https://doi.org/10.1080/1475939X.2020.1737210>
31. Ravenscroft, A., Richards, P. Bunce, M.; Malloch, M., Evans, K., Cairns, L., O' Connor, B. (Eds.) (2022). Education 4.0: Is characterising and harmonising intelligences a way of thinking about a Pedagogy 4.0 for higher education, Final Chapter (40). *The Sage Handbook of Learning and Work*. Sage, 653–669. Available at: <https://repository.uel.ac.uk/download/06908b53d78d1de277d941829e06f2b8e825ef85998ccffde5bb5e1224d-1cf46/402483/AR-ch.40edited-late-draft-rv-V2.pdf>

32. Holmes, W., Bialik, M., Fadel, C. (2023). Artificial intelligence in education. *Globethics Publications*, 621–653. <https://doi.org/10.58863/20.500.12424/4276068>
33. Maghsudi, S., Lan, A., Xu, J., van Der Schaar, M. (2021). Personalized education in the artificial intelligence era: what to expect next. *IEEE Signal Processing Magazine*, 38 (3), 37–50. <https://doi.org/10.48550/arXiv.2101.10074>
34. Pratama, M. P., Sampelolo, R., Lura, H. (2023). Revolutionizing education: harnessing the power of artificial intelligence for personalized learning. *Klasikal: Journal of Education, Language Teaching and Science*, 5 (2), 350–357. <https://doi.org/10.52208/klasikal.v5i2.877>
35. Yin, Z. (2023). Applying Artificial Intelligence (AI) in a Tutoring System for supporting students' English language learning in Hong Kong middle school. Hong Kong: The Education University of Hong Kong. Available at: <https://educoll.lib.edu.hk/records/applying-artificial-intelligence-ai-in-a-tutoring-system-for-supporting-QjObAPqh>
36. Qian, R., Sengan, S., Juneja, S. (2022). English language teaching based on big data analytics in augmentative and alternative communication system. *International Journal of Speech Technology*, 25 (2), 409–420. <https://doi.org/10.1007/s10772-022-09960-1>
37. Crompton, H., Edmett, A., Ichaporia, N., Burke, D. (2024). AI and English language teaching: Affordances and challenges. *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.13460>
38. Chaika, O. (2023). The role of artificial intelligence in higher education. *Youth and Market*, 6-7 (214-215), 69–74. <https://doi.org/10.24919/2308-4634.2023.287898>
39. Abrenilla, E. M., Redido, C., Abendan, C. F., Kilag, O. K. (2023). The Next Chapter of ELT: Embracing AI-Infused Pedagogies and Evolving Educational Strategies in the Post-Pandemic Landscape. *Excellencia: International Multi-disciplinary Journal of Education*, 1 (5), 124–135. Available at: <https://multijournals.org/index.php/excellencia-imje/article/view/106>
40. Palamar, S., Brovko, K., Semerikov, S. O. (2023). Enhancing Foreign Language Learning in Ukraine: Immersive Technologies as Catalysts for Cognitive Interest and Achievement. *Information Technology and Implementation (IT&I–2023, November 20–21)*. Kyiv, 69–81. Available at: <https://elibrary.kubg.edu.ua/id/eprint/48602/>
41. Graesser, A., McNamara, D. (2010). Self-regulated learning in learning environments with pedagogical agents that interact in natural language. *Educational Psychologist*, 45 (4), 234–244. <https://doi.org/10.1080/00461520.2010.515933>
42. Siemens, G. (2005). Connectivism: A learning theory for the digital age. *Instructional technology and distance education*, 2 (1), 3–10. Available at: [https://jotamac.typepad.com/jotamac\\_macs\\_weblog/files/Connectivism.pdf](https://jotamac.typepad.com/jotamac_macs_weblog/files/Connectivism.pdf)
43. Vygotsky, L. S., Cole, M. (Eds.) (1978). *Mind in society: Development of higher psychological processes*. Cambridge: Harvard University Press.
44. Grubišić, A., Stankov, S., Žitko, B. (2015). Adaptive courseware: A literature review. *Journal of universal computer science*, 21 (9), 1168–1209. Available at: [http://161.53.22.65/datoteka/783247.JUCS2015\\_grubisic\\_stankov\\_zitko.pdf](http://161.53.22.65/datoteka/783247.JUCS2015_grubisic_stankov_zitko.pdf)

45. Ferguson, R., Buckingham Shum, S. (2012). Social Learning Analytics: Five Approaches. Proceedings of the 2nd international Conference on Learning Analytics and Knowledge. New York: ACM Press, 23–33. <https://doi.org/10.1145/2330601.2330616>
46. Plucker, J. A. (Ed.) (2022). Creativity and innovation: Theory, research, and Practice. New York: Routledge, 370. Available at: [https://www.homeworksmontana.com/wp-content/uploads/2022/09/20201207030946creativity\\_and\\_innovation\\_theory\\_\\_research\\_and\\_practice.pdf.pdf](https://www.homeworksmontana.com/wp-content/uploads/2022/09/20201207030946creativity_and_innovation_theory__research_and_practice.pdf.pdf)
47. Johnson, W. L., Lester, J. C. (2016). Face-to-Face Interaction with Pedagogical Agents, Twenty Years Later. *International Journal of Artificial Intelligence in Education*, 26, 25–36. <https://doi.org/10.1007/s40593-015-0065-9>
48. Woolf, B. P. (2010). Building intelligent interactive tutors: Student-centered strategies for revolutionizing e-learning. San Francisco: Morgan Kaufmann, 480. Available at: <https://dl.acm.org/doi/10.5555/2155693>
49. Baranwal, D. (2022). A Systematic Review of Exploring the Potential of Teachable Agents in English Learning. *Pedagogical Research*, 7 (1). <https://doi.org/10.29333/pr/11553>
50. Dillenbourg, P., Järvelä, S., Fischer, F. (2009). The evolution of research on computer-supported collaborative learning: From design to orchestration. *Technology-Enhanced Learning*. Springer, 3–19. [https://doi.org/10.1007/978-1-4020-9827-7\\_1](https://doi.org/10.1007/978-1-4020-9827-7_1)
51. Parrish, P., Wilson, B. (2008). A design and research framework for learning experience. *Proc. AECT 2008*. Available at: [https://www.academia.edu/1141738/A\\_Design\\_and\\_Research\\_Framework\\_for\\_Learning\\_Experience](https://www.academia.edu/1141738/A_Design_and_Research_Framework_for_Learning_Experience)
52. Svyrydiuk, V., Bodyk, O., Kalinina, L., Prokopchuk, N., Khrystych, N. (2024). The digital frontier: Strategies and tools for cultivating educational-strategic competence for pre-service teachers. *Information Technologies and Learning Tools*, 101 (3), 1–14. <https://doi.org/10.33407/itlt.v101i3.5547>

## CHAPTER 2

# DIGITAL PEDAGOGY OF OPEN EDUCATION: ESSENCE, CONTENT, AND EFFECTIVENESS

## CHAPTER 2

### ABSTRACT

This chapter explores the essence, content, and effectiveness of digital pedagogy in the context of open education. It analyzes the state of implementation of digital pedagogy in global and Ukrainian education and science, and examines its development under conditions of digitalization and distance learning through sociological survey data. The findings confirm the unique role of digital pedagogy in formal, non-formal, and informal education, highlighting its effectiveness in educational and scientific activity. Digital pedagogy is defined as a new field of pedagogical science aimed at using online and hybrid learning environments to improve individualized learning, create methodologies that integrate digital tools, and enhance cognitive activity. The chapter also investigates how digital pedagogy overcomes the limitations of traditional approaches – such as fixed curricula, limited classroom hours, and restricted communication – by enabling anytime-anywhere learning with diverse digital methods. A methodological toolkit for applying digital pedagogy in preschool, primary, and adolescent education is proposed.

### KEYWORDS

Digital pedagogy, open education, digital technologies, educational process, educational institution, learners.

## 2.1 RETROSPECTIVE ANALYSIS OF THE INTRODUCTION OF DIGITAL PEDAGOGY INTO GLOBAL AND UKRAINIAN EDUCATION AND SCIENCE

In 2006, the EU identified digital competence as key to lifelong learning. Thus, the digitalization of education is becoming an imperative for reforming the education sector, a dominant and primary task for the effective development of the information society. According to the annual global study of the state of the digital industry Digital 2022 Global Overview Report, 62.5% of the world's population uses the Internet, and the number of users in 2021 increased by 192 million (4%)



and amounted to 4.95 billion people. With the introduction of 5G technology and the COVID-19 pandemic worldwide, the Internet is currently at its peak of growth. The digital transformation of education (digitalization of education) is a crucial aspect of the digitalization of society, which poses new, innovative challenges for the education and science system [1].

Digitalization of education is a modern stage of its informatization, and involves the saturation of the information and educational environment with means, electronic and digital devices, systems; the establishment of electronic and communication exchange between them, which actually enables the integrated interaction of the physical and virtual, therefore creating a cyber-physical educational space. Digitalization of education has two sides: the first is the formation of a digital educational environment as a set of online courses, digital learning tools, electronic educational content, digital services and resources; the second is a deep modernization of the educational process, which should ensure the preparation of a person for life in a digital society and professional activity in a digital economy [2].

The UNESCO report [3] identifies areas of activity of higher education institutions that require the use of digital technologies to improve. Among them:

- administrative activities, in particular, management of a higher education institution;
- the educational process in terms of teachers providing students with educational materials through a virtual learning environment, as well as a learning management system VLE/LMS;
- improving the efficiency of scientific activity through open access research repositories, which is a means of disseminating scientific achievements of scientists of a higher education institution in the open information space and a tool for reporting on research in the institutional and national information space (in the UK, the Research Excellence Framework);
- increasing the level of development of academic digital skills and digital literacy of education seekers, teachers, administrators, which is necessary for effective educational and professional activity in the conditions of a digital society, namely for the creation of online courses by teachers, effective educational cooperation in online, blended and traditional learning formats [4];
- expansion (temporal, spatial, content) of the open educational space of educational resources, the possibility of educational activity in 24/7 mode; ensuring accessibility to high-quality educational content within open educational spaces, in particular MOOCs;
- development of an open space of methodological materials regarding achievements in the field of digital education, i.e. educational and methodological repositories, primarily at interuniversity ones, the use of which allows teachers to improve the design and content of online educational materials, exchange developments and experience, in particular within social networks (Facebook, Twitter, etc.), or sites (for example, Cloudworks);
- cooperation of scientists, teachers and students within the framework of joint scientific projects, implemented on an institutional and inter-institutional basis, in particular in the aspect of cooperation in national and international university research networks;
- conducting training sessions within the framework of online and blended formats, which provides for the possibility of synchronous and asynchronous communication, group video conferences;

– presenting the activities of the university to the external and internal environment using the Internet site, which is a tool for implementing the policy of a higher education institution in the field of information support for educational and scientific activities, popularization of educational achievements of students and teachers, marketing, recruiting, fundraising, etc. [5].

In addition to the development of immersive learning technologies using augmented and virtual reality, voice interfaces, automation of educational processes (robotization of communication), machine analysis of user actions, testing and learning results (using artificial intelligence), certification using blockchain technologies, trends in education development include gamification and inclusion technologies, user identification and personalization of the educational process, microlearning, socialization of educational programs, including the exchange of user experience, the association of education seekers by interests and professional competencies, a team approach to work and learning in common information bases. It is also important to track dominant changes and tendencies in digital educational trends that affect the processes of digitalization and the development of education in the 21<sup>st</sup> century. This is primarily the implementation of the principles of open education, ensuring access to quality education for each applicant, improving distance learning, implementing the idea of the Internet of Things, robotics, artificial intelligence, developing the latest online tools and scientific and methodological support, implementing educational digital needs in close cooperation with software developers [6].

In higher education, the era of digital technologies begins in the 1980s, when multimedia technologies were first introduced into the educational process, which involved the use of a computer as a carrier of information that can be provided to consumers using video, audio, animation, etc. With the emergence of web resources in the early 1990s, a qualitatively new stage of the application of digital technologies in all aspects of the activities of higher education institutions begins, in particular the distribution of software applications for educational needs.

So, this period includes the use of the *first generation* of digital technologies in higher education: computerized teaching and the use of websites. In universities in developed countries of the world, since the 1990s of the 20<sup>th</sup> century, web pages of teachers were created, mainly not related to the website of the higher education institution, where contact information, course materials, forums for discussions or links to news sites in a certain field were posted. Learning Management Systems (LMS) are actively developing. The most popular among them are Moodle, Desire2Learn, Blackboard, Instructure, Sakai, which have become the organizational basis for standardizing educational and scientific activities of higher education institutions around the world, developing a quality culture at the university, creating conditions for active interaction between students and teachers, and learning in active interaction of all participants in the educational process online and offline. Other digital technologies of the late 20<sup>th</sup> century are educational facilities, educational design, mobile devices, gaming technologies, which have become an integral part of university life, the technological basis of its successful functioning.

Gradually, technologies are being introduced into higher education, which were intended to make it publicly accessible, and the information space open: since 2001, the period of open educational

resources, virtual worlds, social media, smart devices, electronic books begins, which contributed to the interactivity of the educational process in addition to the democratization of higher education.

So, in the late 1990s, *second-generation* technologies appear - learning management systems and virtual learning environments (VLE/LMS), which were mainly produced by WebCT and Blackboard. These technologies allowed to expand the educational offers of a higher education institution, were located on its base and controlled by it. Thus, LMS served to place standardized and systematized educational content, organize the educational activity of students and, mainly, limited interaction between participants in the educational process. At this time, the first blogs, wikis and other more complex social digital technologies appeared. In the 2000s, opensource LMS appeared, in particular Moodle and Sakai, later Desire2Learn and Instructure (cloud-based LMS).

During the 1990s and early 2000s, the development of social media attracted considerable interest from the academic community, as such technologies enabled learners to control aspects of the educational process that were previously controlled only by the higher education institution. Since 2004, the concept of Web 2.0 has been gaining popularity, so teachers in the educational process actively use wikis, blogs, RSS, and social bookmarking as technologies that allow for active cooperation between subjects of educational activity. The wide variety of second-generation digital technologies has led to greater opportunities for educational interaction with learners, located in different countries of the world. The factor that hindered the spread of such technologies was the insufficient level of digital competencies of most teachers and learners. In addition, a small number of teachers of higher education institutions possessed the appropriate technologies.

Currently, the most popular learning support system for distance education is the LMS Moodle. In particular, studies, conducted by Spanish scientists, show that of all web-based learning support systems, Moodle is the most widely used (45%), while the Moodle system is gaining recognition not only in traditional educational environments, but also in the advisory system. Thus, the American Extension system, in its educational part and the organization of local, regional advisory communities, is technologically based on Moodle. This learning environment was developed by Australian specialists and provided for use under an open license. According to moodle.org, this system is used in 229 countries in 115 languages. This system has great capabilities for forming and presenting educational material (includes a built-in visual text editor, allows you to enter formulas in TeX or Algebra format, create glossaries), testing knowledge and monitoring progress (creating a database of test questions, statistical processing of test results, self-analysis of test results), communication between students and teachers (e-mail, file exchange, forum, chat), and organizing group work (forum, chat, wiki). The system interface is quite easy to use. This distinguishes the Moodle learning environment from other similar systems [7].

The 2010s were a period of the emergence of massive open online courses (MOOCs) and learning analytics, which fundamentally and radically change the philosophy of modern education and the methods of organizing the educational process. These are third-generation technologies. The task of the first MOOCs was to unite the methods of educational interaction, scattered by various digital means. This approach allowed students to choose and control the means of learning accord-

ing to their preferences and educational interests. At the same time, these technologies allow the teacher to control the process of educational interaction with and between students. Also, at this stage of further development, LMS technologies gained more and more opportunities, provided by social platforms and media. An innovation was the use of blogs and wiki technologies in a limited institutional environment (walled garden) within the framework of a corporate (institutional) LMS, which is a manifestation of the development of a participatory educational model. Researchers call the impossibility of communication of education seekers with foreign partners who are outside the institutional LMS the disadvantage of this innovation. The new generation of platforms includes edX/Open, edX and Coursera, which are constantly being improved.

In addition to social media technologies and MOOCs, the third generation of digital technologies includes E-portfolios, which are combined, mainly, with the use of methods of prior learning assessment and recognition. Currently, there are a significant number of innovative proposals, both non-commercial (Mahara) and commercial (PebblePad or D2L).

Thus, the first three generations of digital technologies in higher education involve a wide range of various technologies of both monofunctional (Mahara) and multifunctional (Bright-Space, Canvas, Blackboard), as well as products of social media technologies (Facebook, Elgg) [5].

The beginning of the 2020s became a period of general forced radical digitalization of higher education activities, which was associated with quarantine restrictions and knockdowns of all levels, caused by the COVID-19 pandemic. This period is characterized by suddenness, insufficient readiness of educational entities for forced forms of activity, determined by the university's mission.

*Fourth-generation* digital technologies are aimed at implementing models of personalized, adaptive, self-regulating (oriented to the needs of education seekers) learning. They are focused on the formation of professional competencies relevant on the labor market. There is a wide commercial offer of technologies, such as: Knewton, Smart Sparrow, OLI (based on a joint project of Stanford and CMU universities), LoudCloud, etc. The choice of innovative technological products is in favor of large corporations on the international market. They determine the trends in the development of technologies for the educational process of higher education and education in general [5].

Now educators have access to a variety of modern digital technologies, in particular for communication, such as: GoogleMeets, Skype, Zoom, etc. Teachers can collaborate with education seekers regardless of the location of subscribers.

Higher education institutions realize that digitalization will offer a number of advantages and new strategies (approaches) to the education of students. Thus, the intensive development of technologies, such as augmented reality, virtual reality, artificial intelligence, robotics, media education, blockchain, cloud-based environments, gamification, STEM/STEAM education has a powerful impact on the development of digital educational content [8].

One of the most significant positive features of the digitalization of education is the expansion of the research and educational space, the possibility of diversifying methods and forms of learning that are aimed at the needs of education seekers and take into account the requirements and demands of the labor market.

With the digital transformation of the education system, there are a sufficient number of predictions regarding its results:

- full and high-quality personalization of the educational process;
- support for sustainable learning motivation of education seekers at all stages of the educational process;
- ensuring prompt feedback to each education seeker, objective and rapid assessment of learning outcomes during the performance of an educational task;
- ensuring the project aspect of educational activities, the deepest possible integration of practical and theoretical training;
- significantly reducing the periods of development, deployment, and mastering of educational programs;
- increasing information transparency and openness of the education system [6].

The pedagogical effectiveness of the digital approach is determined by a wide range of macro-, meso-, and micro-level factors [5]:

1) macro level (national and global dimensions): the presence of international agreements, support by the digital community for international Internet standards; national and international support for the development of open educational resources; pooling the resources of partner universities, coordinating their actions to achieve common goals, in particular, providing more accessible, cheaper and higher-quality education on a global scale (online platforms Coursera (the best startup of 2012), MIT OpenCourseWare (a project of the Massachusetts Institute of Technology for publishing materials of all courses in open access), Edx (a free online platform for massive open courses, founded by the Massachusetts Institute of Technology and Harvard University in 2012), Udemy (online courses), OpenLearn (an educational website, the contribution of the Open University of Great Britain to the open educational resources project and a place for free open learning from the Open University), etc.);

2) meso-level (institutional dimension), which determine the pedagogical effectiveness of the digital approach to the educational process: a clear strategy and active policy of the university on the introduction of digital innovations into the educational process; technological and financial support for the implementation of digital strategies of the higher education institution; developed technological infrastructure, namely the learning management system, which all subjects of educational activity are connected to; support for teaching staff in mastering and applying digital innovations in the educational process; developed and effective digital leadership, aimed at coordinating the efforts of all members of the academic community in acquiring and continuously developing digital competencies, forming a digital culture in the higher education institution; use of open educational spaces, classrooms for teamwork, multimedia spaces that provide remote communication;

3) micro-level factors determine the effectiveness of the digital approach. There are several groups related to:

- *student*: internal learning motivation; attitude to effective employment; responsibility for one's own learning outcomes; high level of digital literacy; skills of interaction with the learning

interface and other learners within the academic group, with teachers; active position as a stakeholder in the educational process, which includes participation in the development of one's own educational content;

- *teacher*: positive attitude towards digital innovations; significant changes in professional responsibilities (from information provider to group interaction coordinator, facilitator, mentor, coach, team member); high level of digital literacy; continuous improvement of teaching methods and monitoring of learners' educational outcomes, team work skills and shared responsibility with colleagues and students for learning outcomes; skills of group and individual professional reflection; skills of timely developmental and normative digital control of educational outcomes;

- *curriculum*: interactive content; constantly updated student-centered design of educational courses; practice-oriented tasks for independent work of higher education students, etc.;

- *learning technologies*: the existence of a learning management system, which provides a sufficient set of opportunities for presenting educational services in digital format; the ability to connect modern mobile gadgets to the educational platform 24/7;

- *learning methods*: organizing cooperation between higher education seekers within structured online discussions; creating mutual learning groups; using personalized and cooperative learning methods; involving students in compiling educational content;

- *organization of the educational process*: individual educational trajectory of a higher education seeker; taking into account previous learning outcomes of students, obtained within alternative (non-formal, informal) educational models, in particular MOOCs; creating student-teacher educational and scientific online communities; flexible individual schedules for completing tasks; constant monitoring of the students' success by the teacher, providing feedback not only at each control stage of training, but also as needed by the student;

- *monitoring of educational achievements*: a competence-based approach to assessing the educational achievements of students; constant self-assessment and self-monitoring by students of the results of their own activities; evaluation of the process and results of teachers' training; introduction of microcredits, which provide for the assessment of individual procedural aspects and results of educational work and obtaining digital badges.

In the digital educational space, the risks of digitalization of the educational process cannot be ignored. Among the problems of higher education, the following are distinguished [9]:

- loss of basic cognitive skills (counting, reading, writing), decrease in the quality of education;
- "public" model of a teacher-lecturer, rather high requirements for his/her psychological qualities, increase in the number of conflicts;

- decrease in personal contacts, "drainage" of talented youth and teachers abroad, decrease in the level of training, problems of quality control of education;

- change in requirements for the content of education and means of education;

- change in requirements for the qualification of specialists, decrease in the need for an "intellectual" specialist and "attraction" to the technological image of a professional, reduction in the contingent of higher education;

– movement towards "educational services", departure from fundamentalism, change/redistribution of powers of the administration of higher education institutions and teachers, decrease in the quality of education.

A significant disadvantage of online education is its focus on meeting short-term or, at best, medium-term tasks. A specialist who has mastered a limited amount of knowledge and has not received basic fundamental training can only count on intellectual "superstructures", the stability of which is illusory [9]. Not only digitalization is actively developing in educational institutions, but digital educational institutions are also being created. A digital university is an institution of higher education that actively implements information and digital technologies and forms the competences of participants in the educational process, has an innovative structure that is able to provide modern approaches in management, scientific, educational and methodological activities [10]. Digitalization of educational activities contributes to the further development of distance learning.

Back in 1969, the world's first *Open University* was organized in Great Britain, which is an institution of higher education of non-traditional learning and is now known throughout the world. The opening of the university is associated with the impression, received by British Prime Minister G. Wilson during a visit to the USSR from the system of Soviet correspondence education. The Britain Open University is an independent educational institution that creates opportunities for working adults to obtain or continue their education.

The university offers the following types of education: bachelor's degree, postgraduate, extended. The educational process at the university is built on the widespread use of digital technologies. Higher education applicants have the opportunity to receive consultations in almost 400 centers, located in many cities of the country and the world. The university has about 250 thousand students. Since its founding, more than three million students have studied under the programs of the Open University. Undergraduate students at the Britain Open University can choose from over 160 courses, taught by educators from the following faculties and schools:

1. Faculty of Arts.
2. Open University Business School.
3. Faculty of Education and Language Studies.
4. Faculty of Health and Social Care.
5. Faculty of Law.
6. Faculty of Mathematics, Computing and Technology.
7. Faculty of Natural Sciences.
8. Faculty of Social Sciences.
9. Institute of Educational Technology.
10. Institute of Media Studies.

The university is governed by three statutory bodies: the Council, the Senate and the General Assembly. The Open University, headquartered in Buckinghamshire, has offices in thirteen regions of the UK, and outside the EU operates through a network of educational partners who provide the educational process under the Open University programs in more than 50 countries.

Thanks to the distance learning methods used, training under the Open University program has become available to students in Europe and Asia (Canada, Austria, Spain, Pakistan, Holland, Turkey, India, Israel, etc.).

The features of the organization of the educational process of distance learning of the Britain Open University are:

- absence of entrance requirements;
- modular structure of building educational courses;
- possibility of choosing educational tasks, their arrangement;
- learning of one fundamental science, on the knowledge of which special training is based, by students during the first year of study;
- individualized teaching methods;
- choice of the pace of studying courses by the student in accordance with his/her abilities and possibilities;
- continuation of education from 4 to 8 years;
- attachment to each student of a tutor who directs learning and consults in case of problems.

In October 2006, the Open University joined the organization "Open Educational Resources Movement" and launched the "Open Learn" project. A large number of current and past materials for distance learning are published for free access, including file versions for teachers with the ability to edit, as well as free software tools for learning [11].

Also known in the field of distance education in Europe are the *University of Distance Education and the Center for Open Learning* (Spain), the *Open University of the Netherlands*, etc., in Germany – the *Correspondence University* of Hagen (North Rhine-Westphalia), which provides services to more than 50 thousand students per year. The distribution of educational materials is carried out using modern means of communication. The transfer of knowledge from the educational institution to students and the control of their work are carried out using video conferences or access to the university library online, which are constantly researched, evaluated and improved. However, no more than 20% of the contingent receives a higher education diploma, since the qualification requirements at the university are quite high [12].

The *Indira Gandhi National Open University* was established in 1985 by a decision of the Parliament of India. Its network includes 21 schools, 67 regional centers, 2,667 training centers, and 29 foreign partner centers. The university aims to provide educational services to a wide range of people (women, the disabled, the poor, Indian citizens living abroad) and uses case technologies, individual consultations with teachers, satellite communications. Currently, about 1/5 of the students study at the university that is 20% of all students in India. They can choose from 226 programs offered, including courses at the certificate, diploma and degree levels.

The *National University of Technology* was founded in Colorado in 1984 as a non-profit corporation. The academic programs, offered at the university, are approved by more than 40 universities. The educational institution uses modern digital technologies of teaching and educational management in its educational activities.



The *Open University of Israel* is the country's main higher education institution in the field of distance learning. About 30 colleges in Israel actively cooperate with it, providing students with training in the courses of the Open University of Israel. The training involves weekly group meetings of college teachers with a university instructor, which allows attracting a large number of students who obtain higher education working and intensively studying. In 1996, the Council for Higher Education granted the university the right to award a master's degree in computational mathematics and engineering.

The *Kentucky State University* in the United States offers distance learning programs at the undergraduate and certificate levels in English and computer technology, biology, psychology, humanities, office systems, mathematics, economics and history, 12 programs and more than 60 distance learning courses for professional training of students without obtaining scientific degrees, for example, in firefighter training, information technology, travel and tourism training, as well as courses in knowledge management, health care. The university cooperates with private and public institutions and agencies on training of their employees without granting bachelor's or master's degrees. For example, cooperation is organized with the Virtual University of Mexico, which is accredited in the United States by the Southern Association for Colleges and Secondary Schools (SACS) [13].

A feature of modern distance learning in foreign countries is the significant influence of universities on its development. An example of this is a joint project of the Massachusetts Institute of Technology and Harvard University, which created their own distance learning platform and began to place distance courses on it in 2012.

Ukrainian educational institutions that use distance learning technologies are state, non-state and corporate ones. They promote domestic and foreign educational services to the Ukrainian market. In 2000, the Ukrainian Institute of Information Technologies was created on the basis of the National Technical University of Ukraine "Kyiv Polytechnic Institute" in order to coordinate the work, carried out within Ukraine to create a national system of distance education, gradually introduce its elements, and promote its organic entry into the world space.

In 2000 The Ministry of Education and Science of Ukraine approved the "Concept of Distance Education Development in Ukraine", which provided for the creation of an education system that ensures the expansion of the circle of consumers of educational services, the implementation of a system of continuous education "throughout life" and the individualization of learning in the context of mass education. A List of distance learning centers, recommended by the Ministry of Education and Science, Youth and Sports of Ukraine, was published [14].

The Distance Learning Center of the National Academy of Public Administration under the President of Ukraine was established in 2001 with international technical assistance and financial support from the Canadian International Development Agency and the World Bank within the framework of the World Bank project "Ukrainian Center for Global Distance Learning". The center is part of the World Bank's global development educational network, which unites more than 50 similar centers in Europe, America, Asia and Africa.

The International Scientific and Educational Center for Information Technologies and Systems of the NAS of Ukraine and the MES of Ukraine is a scientific and educational organization subordinate to the National Academy of Sciences of Ukraine and the Ministry of Education and Science of Ukraine. It was established in 1997 with the assistance of the Government of Ukraine, UNESCO, the National Academy of Sciences of Ukraine and the Ministry of Education and Science of Ukraine. The areas of its educational activity include: development and use of new computer technologies and telematics tools; training and retraining of masters and other specialists in the basic areas of cybernetics and computer science, etc.

The fact that there are important economic aspects of the impact and spread of distance learning. Every year, the cost of using, processing, storing and transmitting information on the Internet decreases, while the cost of obtaining traditional education increases. In addition, large corporations invest significant funds in supporting and developing educational programs, supporting the creation of a new national strategy in their country. In particular, leading Chinese telecommunications companies have joined forces with such technical giants as Baidu, Alibaba and Huawei to support a digital educational network with 7,000 servers with a total bandwidth of 90 terabytes per second. Cooperation between universities and enterprises has led to the development of a comprehensive educational model for students of all forms of education [15].

The Global Industry Analysts company publishes the following data: the global distance education market is worth about \$22.4 billion. Due to the spread of the COVID-19 pandemic, this market is predicted to grow to \$80.1 billion by the beginning of 2027. Moreover, spending is expected to increase by billions of dollars on the development of distance education, and as a result, competition in the distance services market will increase in countries, such as the USA, China (expenses are forecast to increase by 25%), Japan and Canada (expenses are forecast to increase by 15.7% and 18.3%, respectively), Germany (expenses are forecast to increase by 17.2%) [15].

## 2.2 THE CURRENT STATE OF DEVELOPMENT OF DOMESTIC DIGITAL PEDAGOGY IN THE CONTEXT OF DIGITALIZATION OF EDUCATIONAL INSTITUTIONS AND DISTANCE LEARNING (REVIEW OF THE RESULTS OF SOCIOLOGICAL SURVEYS)

The study of the current state of development of digital pedagogy in the context of digitalization of educational institutions and distance learning is carried out in Ukraine systematically through a number of sociological surveys. In this section, we present their results.

Thus, according to the National Report on the results of the international PISA-2022 education quality study in Ukraine, 58% of students achieved the basic literacy level in mathematics, 59% in reading, and 66% in natural science disciplines. The authors conducted a comparative analysis of the performance of Ukrainian students with the average performance in the countries of the Organization for Economic Cooperation and Development (OECD), which includes 35 countries (Australia, Austria, Belgium, Great Britain, Greece, Denmark, Estonia, Israel, Spain, Iceland,

Ireland, Italy, Canada, Korea, Latvia, Luxembourg, Mexico, Germany, Norway, New Zealand, the Netherlands, Poland, Portugal, Slovakia, Slovenia, the USA, Turkey, Hungary, Finland, France, the Czech Republic, Chile, Switzerland, Sweden, Japan). As a result of the study, it was found that in mathematics and natural sciences this difference corresponds to one and a half years of study, and in reading Ukrainian students lag behind by almost two and a half years. Among the problems in educational institutions in Ukraine, their leaders note the lack and low quality of educational materials (i.e. educational tools and infrastructure) and digital resources, which undoubtedly makes digital pedagogy and the need for its development relevant.

The PISA-2022 education quality study showed not only a lower level of reading, mathematical and scientific literacy of Ukrainian students than the average for OECD countries, but also an increase in the volume of educational losses compared to 2018, which in reading are equivalent to two years of study according to PISA standards, in mathematics – one year, and in natural science disciplines they are equivalent to half a year of study [16].

Interesting from the point of view of the aforementioned study are the results of the online survey "Readiness and needs of teachers for the use of digital tools and ICT in wartime: 2023", presented in the analytical report by the authors O. Ovcharuk, I. Ivanyuk, O. Hrytsenchuk, I. Ma-lytska [17].

The survey was conducted among teachers to determine their readiness and attitude to the organization of distance and blended learning in secondary education institutions in Ukraine, to identify their opinion on the most effective digital tools and to define problems in the implementation of distance learning. The researchers note that recently a lot of methodological guidelines and resources for educators on distance learning have appeared, in addition, in-depth courses on the use of digital teaching aids in lessons and to prepare for them in the postgraduate education system are being organized. However, as the authors of the study note, the overall dynamics of the growth of the level of digital competence of teachers is not intensive enough: teachers do not use a sufficiently wide range of information and communication technologies (ICT), are not active in creating their own digital resources, are passive in relation to most activities, dedicated to the safe use of digital resources, do not have the skills to protect personal information and devices.

The respondents themselves confirm the fact that the implementation of ICT and the use of digital tools in the general secondary education system are not sufficiently effective. Among the reasons and problems, educators point to inadequate access to digital devices, poor provision of high-speed Internet connection, and inadequate management of access to IT infrastructure by educational institutions.

It was found that from the available range of digital tools and online resources for conducting lessons, teachers mainly use Viber (77.7%), Zoom (63.8%) and Google Workspace for Education (53.1%). Among online resources for organizing distance learning, Na Urok (88.7%), Vseosvita (83.5%), lessons on YouTube (75.3%), VŠO (51.1%) and EdEra and materials on Facebook (34.3%) dominate.

The respondents' self-assessment of the level of digital literacy and competence provided grounds to state that the majority of teachers are able to search for information at the level of an independent (45.6%) and basic (34.5%) user; assess the reliability of information at the level of a professional (43.3%) and basic (31.9%) user; save the information found at the level of a professional (41.2%) and independent (31.9%) user. In general, the survey in various areas, in particular "Communication and Collaboration", "Creation of Digital Content", "Security", "Problem Solving", made it possible to find out that the level of digital competence of teachers is growing quite slowly, to a small extent this concerns the knowledge and ability to use online tools for collaboration, knowledge of the rules for using content in accordance with copyright protection, and a basic level of programming.

The main problems, mentioned by the respondents (lack of high-quality Internet connection, insufficient material and technical support for students, frequent power outages, low level of self-organization and motivation of students, lack of support from parents, lack of time due to increased workload for teachers), indicate an increase in educational losses and educational gaps in Ukraine [17].

As a result of a survey of teachers on their readiness to use ICT in wartime in Ukraine, the author O. Ovcharuk also highlighted the advantages of digitalization in educational processes: the creation of virtual learning environments, personalized interaction between students and teachers, the possibility of conducting video conferences with large audiences, distance learning, active implementation of cloud services, stimulation of the development of digital competence of teachers and students, updating the methods and content of education in the context of digitalization and new digital solutions. At the same time, the researcher also notes the disadvantages of digitalization, in which she includes the fact that digital resources cannot exist without the Internet, so there is always a need to be online, problems of security on the Internet and the danger of the emergence of cloud monopolists, deepening social alienation, erasing ethical boundaries, reducing cultural development, etc.

In the process of increasing the level of digital competence of teachers, it is undoubtedly important to systematically conduct their survey in order to record the dynamics and changes that occur in the attitude of teachers to the use of digital tools. Such monitoring also allows us to clarify the needs of various target categories in the use of digital tools during education, to suggest ways to overcome educational losses by means of digitalization of education [18].

A study of the quality of the organization of the educational process in war conditions in the 2023/2024 academic year, conducted by the State Education Quality Service of Ukraine, shows that almost half (47%) of institutions worked in distance or blended forms. The transfer of institutions from full-time to blended and distance learning, unstable conditions for organizing the educational process affected the learning outcomes of students and led to losses in the educational process. The main ways to overcome educational losses in the 2023/2024 academic year were: additional tasks and educational materials for independent study, individual and group consultations, additional classes.

The study shows that more than half of the heads of educational institutions (63% of heads of urban educational institutions and 59% of rural ones) use a single electronic educational platform to ensure unified approaches to creating an electronic educational environment in the conditions of organizing the educational process in a distance form. In addition, teachers are trained to use new digital resources for organizing the learning process, assessment tools, etc. At the same time, a significant part of teachers (from 39% to 57% depending on the region) need technical support (providing equipment, stable Internet, power supply) [19].

It is well known that for more than four years, due to the COVID-19 pandemic, and then the full-scale military aggression of Russia against our country, general secondary education institutions have not been able to ensure the proper course of the educational process. The result has been educational losses, the scale of which is increasing. The following measures will help slow down and, in the future, overcome the consequences of this process: secondary education; vacation learning; tutoring at state expense; creation of integration classes; revision and adaptation of educational programs; development of additional content on key educational topics; development of additional high-quality educational content; methodological training of teachers for working with students with learning disabilities; strengthening school autonomy, interaction and cooperation of teachers [20].

In the study [21] by the team of authors, namely: Y. Sikora, S. Ivanova and A. Kilchenko, the development of digital competence of scientific and scientific-pedagogical workers using open educational and scientific information systems was analyzed. The scientists studied the domestic experience of developing the digital competence of scientific and scientific-pedagogical workers, which is considered key, one that contributes to the implementation of professional tasks at a high level.

The authors emphasize the need to create favorable conditions for working in the digital educational space in scientific and educational institutions. This involves not only providing access to open educational and scientific information systems, but also providing technical and consulting support. According to the authors, the development of digital competence is aimed at the formation of knowledge, in particular, awareness of digital resources, tools, processes, skills in developing tasks using digital tools in an interactive mode, and skills in conducting training sessions using information and communication systems [21].

Interesting in the context of analyzing the state of digital pedagogy of open education is the All-Ukrainian study of the use of AI in school education. The field stage of the study was carried out by the Projector Creative & Tech Institute and the Small Academy of Sciences of Ukraine with the support of the research company Factum Group.

The Google questionnaire form was distributed through social media channels, mailing lists for teachers and children, channels of the Ministry of Education and other partners. Sample size: teachers,  $N = 1747$  respondents; students,  $N = 1443$  respondents. Survey period: September–October 2023.

The key results of the study were formulated in the form of the headings "Knowledge of AI services", "Using AI", "Attitude towards AI".

*Knowledge of AI services:*

1. The most popular artificial intelligence (AI) service, with which both audiences are well acquainted, is ChatGPT. The level of knowledge among students is slightly higher than among teachers (76% versus 68%, respectively).
2. In second place in terms of knowledge is the AI tool from the "Na Urok" project. 49% of the surveyed teachers know about this service, the level of knowledge among students is lower – 35%.
3. Both teachers and students are much less aware of AI services, such as Grammarly, Bard Google, Midjourney, Notion AI, and Stable Diffusion.

*Use of AI:*

1. Most teachers and students confirmed their experience of using AI services and confirmed the positive results of the process and the experience gained.
2. Teachers claim that they used AI services in their teaching and learning activities to prepare for classes, create tests for homework, during the educational process in classes, test students' knowledge, and even in extracurricular activities. Some teachers involved students in using AI.
3. Representing their own experience of using AI, students most often confirmed its help in completing homework.

*Attitudes to AI:*

1. Teachers' opinions on the use of AI in the educational process vary. They are aware that these new technologies can be useful, but are hesitant due to the potential problems. Teachers are concerned that the use of AI may lead to limitations in student development, plagiarism, and unethical use of it. A significant result of the survey of teachers' opinions is that they indicate the lack of understanding of AI technology, fears about possible errors in its work, since it is only developing, little studied.
2. Teachers are concerned about the possibility of plagiarism, since some students do admit that they systematically use AI for this very purpose. Most students, however, assume that AI can improve the educational process and their development, make learning activities interesting and exciting. In this context, it seems logical for students to want to receive information from teachers about the correct and ethical use of AI, knowledge of its advantages and disadvantages, and features of use [22].

A monitoring study of teenagers' perception of artificial intelligence technologies was conducted for students by A. Godunova and S. Tolochko [23].

The results of a representative monitoring study of Ukrainian teenagers' perception of artificial intelligence technologies, their concerns, expectations, and perceptions of the opportunities and threats, posed by such technologies, showed certain differences between the respondents – residents of cities and villages, as well as by regions. All questions in the questionnaire are conditionally divided into five blocks:

- 1) general (name, age, class, interest in the topic);
- 2) technical (experience of using certain AI services);

3) perceptions of the potential of AI (vision of advantages, benefits for humans, improvements or changes, dreams, expectations, opportunities, assistance in learning);

4) general perception of AI (philosophical, existential);

5) fears and expectations (thoughts, vision of consequences, safety, attitude to use by the military, etc.).

The conclusions, drawn from the study, are: at this time in their lives, the respondents have not encountered problems in the process of using AI, but they expect them in the future; the responses of the adolescents indicate the lack of theoretical knowledge about AI in general, in particular, the lack of understanding of the mechanism of work, its current presence in the devices they use, etc.; the lack of practical skills in using AI in problematic life situations is confirmed; the lack of theoretical knowledge about the possibilities of AI for its application in the educational process is evidenced; the inability to practically use AI in educational and cognitive activities is emphasized.

The monitoring study, conducted on the perception of technologies with artificial intelligence by Ukrainian adolescents, made it possible to identify ways to improve adolescents' attitude towards technology and their readiness to use it in the future [23]:

- development of educational programs, aimed at improving the understanding of AI and its capabilities;
- development of new teaching methods, data analysis tools or educational process management systems;
- creation of more effective and acceptable AI-based technologies for adolescents;
- use of AI as a teacher's assistant through the selection of educational material that is optimal for the relevant audience, the course curriculum, interesting and useful for the future profession;
- improving the quality of distance learning, ensuring effective interaction and personalization.

The impact of digital pedagogy in the context of digitalization of educational institutions and distance learning on the level of digital competence and literacy of the population in Ukraine is studied every two years through sociological surveys. In 2023, the third wave of the study took place, the purpose of which was to track the dynamics of the development of digital skills of the population of Ukraine and analyze the impact of the socio-economic situation on the level of digital security.

The results of the survey [24] showed the following results: the level of digital skills of the population tends to grow steadily. This is manifested in a decrease in the share of adults without digital skills and an increase in the population with a skill level of "basic" and above.

As of 2023, digital skills are possessed by:

- 93% of the adult population of Ukraine aged 18–70 (+8% since 2019);
- 95% of adolescents aged 10–17;
- 99% of people with hearing impairments aged 18–59 (+15% in 4 years).

Increasing the level of digital skills motivates the population to actively deepen knowledge and self-development. This is manifested in an increase in the share of the population that has a relevant demand for training, with an increase in the level of digital literacy (from 22% among "no skills" to 77% among "above basic skills"), among the adult population (18–70).

The approach to choosing an online learning strategy depends on the age characteristics of Ukrainians. The results of focus group discussions indicate a variety of approaches of different age groups to online self-education and the choice of platforms to raise awareness on certain topics. Teenagers prefer to use educational content on a specific request, in particular through messengers, YouTube and short videos on social networks. Young people use YouTube, Prometheus and Go IT. People of elegant age, choosing self-education, usually use search engines, not limited to specific platforms or social networks:

- 58.3% of the adult population sees the relevance of learning digital skills (+10.9% from 2019);
- 85.0% of teenagers see the relevance of learning digital skills (+17.5% from 2019);
- 42.2% of the adult population regularly devote time to self-study and improving their knowledge;
- 22.8% of people with hearing impairments regularly devote time to self-study and improving their knowledge.

The undeniable economic benefits of digital skills in Ukraine have been established. The questions that outlined the role of digital skills of the Ukrainian population for the further development of the economy revealed the following indicators:

- 81% of the surveyed adults believe that the development of digital skills among the population can have a positive impact on the economy of Ukraine;
- 1.7 million vacancies have been analyzed (research on vacancies on job search web platforms);
- 81.3% is the difference between wages among employees who have mastered digital skills and those who have not mastered them.

The next block of questions concerned the role of digital skills in achieving success. The respondents' answers were divided as follows:

- 51% of Ukrainians are satisfied with their daily work. Among people with hearing impairments, this percentage is half as low at 24%;
- more than a third of Ukrainians (36%) do not have policies on cybersecurity and/or cyber hygiene at the workplace, and every fourth (26%) says there are no effective measures to protect confidential information;
- 91% of teenagers believe that digital skills are necessary for their education, and 84% of the respondents perceive them as important for their future career;
- 96% of teenagers use the Internet to communicate with family and friends, and 58% of the respondents do not feel lonely thanks to the Internet.

Therefore, the level of digital skills is one of the key performance indicators in the context of the Digital Decade, which defines Europe's ambitions in the field of digital technologies, namely, by 2030, at least 80% of citizens (defined as the share of people aged 16 to 74) should have at least basic digital skills. The study of the dynamic digital environment requires constant updating and adaptation of the existing research methodology in order to maintain the relevance and topicality of the data obtained. According to the results of the work of the European Commission in 2019–2022, the integrated digital skills indicator DSI 2022 has been modernized and adapted in accordance with the new conceptual foundations of the digital development of European society and technological progress [24].



## 2.3 THE ESSENCE, CONTENT, EFFECTIVENESS OF DIGITAL PEDAGOGY IN OPEN EDUCATION

Digital pedagogy as an effective practice of the 21<sup>st</sup> century is aimed at the implementation and study of modern digital technologies in educational and scientific institutions. This is a new branch of pedagogical science that aims to use online and hybrid educational environments to enhance individual learning. Based on constructivist theories, the main tenets of which are that learners acquire knowledge through experience and reflection, digital pedagogy proposes methodologies that integrate digital tools to facilitate and enhance learning and cognition.

Digital pedagogy has undergone a dynamic evolution, as it considers the integral synergistic interaction between technologies and educational practices. It goes beyond the simple application of digital tools in teaching and includes strategic planning for the development of curricula, teaching methods and assessment of learners in the context of digital technologies. The basis of this pedagogical paradigm is the development of digital competencies – skills that educators must acquire to effectively use the potential of technology in education.

The paradigmatic concept of digital pedagogy has its own challenges and involves continuous professional development for teachers, promotes critical interaction with digital content and requires adaptation of traditional pedagogical approaches. Despite these challenges, digital pedagogy is a key response to the development of learning and the diverse needs of learners in the 21<sup>st</sup> century.

Taking into account the various essential characteristics of digital pedagogy, researchers have characterized it as integral (J. Aroles, W. Küpers [25]), critical (A. Boczar, S. Jordan [26], M. Waddell, E. Clariza [27]), humanistic (V. Bykov, M. Leshchenko [28]), innovative (O. Istrate et al. [29], A. Kukulska-Hulme et al. [30]), etc.

*Integral pedagogy* in the context of research refers to the creation of a holistic educational experience that prepares learners for life by connecting concepts from different disciplines through digital technologies to educate a generation of learners who are knowledgeable, thoughtful, and ready to face challenges of the future. The potential of integrated pedagogy is unlimited, transforming classrooms into dynamic environments will enable the comprehensive development of individuals [25].

*Critical pedagogy* as an approach to teaching and learning is based on promoting freedom of will and creating opportunities for learners, provided that opportunities are created for learning in all formats: online, offline, and blended (explicitly and implicitly criticizing repressive power structures). The word "critical" in critical pedagogy functions in several registers: as critically important, essential; as in literary criticism, i.e. providing definitions and interpretations; as in reflective and nuanced thinking about a subject; capable of criticizing institutional, corporate, or societal obstacles to learning; as a disciplinary approach that changes each of these other meanings. The need to provide the possibility of virtual sessions as part of the educational process is becoming more urgent. The digital nature of educational courses gives rise to a recursive pedagogy that "creates" itself and allows for continued adaptation that is complementary to academic cycles [26].

M. Waddell, E. Clariza, in addition, also consider critical information literacy as learning that requires learners to interact with the power structures that support the production and dissemination of information. Critical pedagogy recognizes that education is a political action that can have a negative impact on certain students, criticality is a self-reflexive necessity for intentional application to power structures in order to improve all processes in education and science [27].

Unlike critical, digital *humanistic pedagogy* is a science about the regularities of creating a positive integrated pedagogical reality under the condition of convergence of physical and virtual (created using ICT) educational spaces (environments). Based on the use of modern ICT, educational activity (formal, non-formal and informal) takes place at the intersection of two worlds: real and virtual. Attention is drawn to the fact that the methodology and methods of pedagogical research of classical pedagogy need to be revised and improved in the context of modern realities of the educational process, the needs and interests of all its subjects [28].

Digital pedagogy is *innovative pedagogy*. Perhaps the most important contribution to the development of digital pedagogy is its ability to re-direct pedagogical activity into a modern course, in which it dynamically develops and flourishes, ensuring its relevance, usefulness and value in our time. Theoretical and practical progress in educational science is achieved through the synthesis of environmental influences and opportunities, which can be both immediate (imperative) and more distant (in the form of a wish list), and which are given special significance and legitimacy. That is why digital pedagogy, far from being on the periphery, is now the forefront of pedagogical innovation and a major source of change in both the theory and practice of education [56]. A. Kukulska-Hulme et al. propose ten promising innovations for the post-pandemic world of digital education: hybrid models, dual learning scenarios, microcredit pedagogy, autonomy pedagogy, observation parties, education led by influential people, home pedagogy, discomfort pedagogy, well-being education and walking and talking. The information is presented in a popular manner and is aimed at teachers, politicians, scientists, students, researchers, developers of educational technologies, as well as anyone interested in pedagogical innovations and how education is changing [30].

Digital pedagogy has been defined and implemented in convergence with *open pedagogy* or *open education*. Open education successfully fits into a new paradigm, defined by role fluidity, learner-centeredness, distributed resources, virtual tools, and asynchronous lessons. According to O. Istrate, the many overlaps between the two conceptual areas show us the interdependence between constructs; to a small extent, we can talk about digital pedagogy without taking into account the attribute "open"; the proposals of open pedagogy are currently meaningless without new technologies, because life in social, cultural, personal, and professional dimensions is largely mediated or supplemented by the tools of new technologies. In fact, the development of open and collaborative web technologies has made a significant contribution to the emergence of the "movement" of open pedagogy – which arose almost half a century ago with the Leicester model – by offering new educational resources, techniques, and special teaching methods [31]. Open pedagogy, for its part, has provided the right ideological foundation, largely justifying digital education and facilitating it in practice. Among the first theorists of digital open pedagogy, together with

- G. Conole and her approaches that foreshadow new educational approaches in the "open world",  
 B. Hegarty proposes a model with eight interrelated characteristics of open pedagogy [32]:

- 1) participatory technology;
- 2) innovation and creativity;
- 3) exchange of ideas and resources;
- 4) reflective practice;
- 5) people, openness and trust;
- 6) connected community;
- 7) trained learner;
- 8) peer review.

Thus, education and digital technologies follow different paths, marked by their own priorities, methodologies and dynamics, but are integrated to expand the boundaries of education and educational opportunities through digitalization. Currently, the process of platforming education is underway through the creation of non-formal and additional education platforms for children, youth, adults or a wide audience without age restrictions. In view of this, many studies warn of the need for such pedagogy that would focus on the development of education through technology, and not only on the application of technology [31]; other, on the contrary, emphasize the need to develop pedagogy as the main conceptual framework for the application of technology in the educational process [33].

Digital pedagogy should create new opportunities for educational and cognitive activities by addressing the limitations of the traditional approach to learning, in particular, a clearly defined scope of learning, materials in different media formats, limited resources and the number of hours of the classroom educational process, communication between teachers and students, supplemented by forms and methods of digital technologies at any time and in any place. The means of digital technologies are diverse: audio and visual in real time, using text messages, online text, audio and video chat, e-mail, communication and discussion forum for feedback and support in learning at any time and in any place, testing, assessment by both the teacher and the machine are continuously integrated into a common formative assessment for final results.

Numerous research by foreign scholars studying digital pedagogy have found convincing evidence of the effectiveness of its application.

Thus, S. Anitha and K. Vijaya conducted a quasi-experimental study of the effectiveness of digital pedagogy in higher education [34]. A comparison of the learning outcomes of students who received education using the traditional model with those who received education using digital technologies revealed that the latter had better programmatic learning outcomes than their peers. A similar meta-analysis was conducted by S. Means et al., who examined the effectiveness of digital learning in K-12 education by comparing online and offline learning conditions, measuring the learning outcomes of students, and publishing reliable information for calculating quantitative indicators [35]. Recall that K-12 is an abbreviation that denotes the education system in the United States, which includes classes from Kindergarten (preschool education) to 12<sup>th</sup> grade (high school). 99 studies were analyzed and confirmed the higher effectiveness of digital learning

compared to traditional. Another important result was that the study also found that the introduction of digital tools had a positive impact on students' engagement and motivation to learn. A similar study by R. Huang et al. was carried out to establish the possible effectiveness of an integrative approach to the implementation of the educational process with a combination of digital and traditional learning in a secondary school setting [36]. The results confirmed the higher effectiveness of blended learning compared to traditional. Thus, digital pedagogy creates and provides tools for effective individual teaching and learning.

B. Dhakal, focusing on the importance of digital technologies, argues that teachers need to use digital pedagogy tools to organize and implement the educational process of students regardless of their age, generation, level of education, form of education, etc. [37]. The scientist recommends using seven pedagogical principles: the content of education in accordance with the curriculum; definition and implementation of educational goals; use of various digital educational resources; integration of creative tasks into educational activities; intensive educational communication and discussion; educational feedback and support; assessment of learning.

Currently, digital education is associated with the widespread use of artificial intelligence technologies in educational and cognitive activities.

For example, researchers at the Massachusetts Institute of Technology, including the Media Lab, have developed a new website, designed for American K-12 students to help them learn more about AI [38]. K-12 is an abbreviation that refers to the US education system that includes grades from Kindergarten (preschool education) to 12<sup>th</sup> grade (high school). Education research has also examined ways to increase AI literacy among stakeholders without specific STEM training related to AI. STEM education is aimed at preparing students for careers in these fields, developing critical thinking, problem solving and developing guides for teachers, forms, methods and tools for teaching the principles and practices of Computer Science (CS) – a field that studies computers and computing systems and covers the theory, design, development and application of software and hardware, solving problems using computational methods and algorithms (MIT Media Lab). The activities of the Association for the Advancement of Artificial Intelligence (AAAI) are being updated, this is an international scientific public organization whose activities are aimed at promoting research and education in the field of artificial intelligence, holding conferences, publishing journals and facilitating the exchange of information between scientists and practitioners in this field. The Computer Science Teachers Association (CSTA) is an international organization that supports and promotes computer science education, provides resources and opportunities for professional development for computer science teachers, and develops standards and recommendations for computer science education. The organizations have joined forces to develop a set of teaching aids for K-12 (general education from elementary to high school).

The researchers identified five "big ideas" in the field of AI that they believe educators should know:

1. *Computers perceive the world through sensors.* The ability of computers to collect information about the world around them through sensors (cameras, microphones, and other devices). This information can then be used to make decisions and take actions.

2. *Agents maintain models/representations of the world and use them for reasoning.* The ability of computer agents to create internal models or representations of the world based on information, received from sensors or other sources. These models are then used for logical reasoning and decision making.

3. *Computers can learn from data.* The ability of computers to learn from data using machine learning techniques. This allows computers to improve their models and algorithms to perform tasks better and make more accurate decisions.

4. *Making agents interact with humans is a major challenge for AI developers.* The difficulty of creating computer agents that can effectively interact with humans. This includes natural language understanding, emotion recognition, and other complex tasks that require "advanced" AI techniques.

5. *AI applications can have both positive and negative impacts on society.* For example, AI can be used to improve health or safety, but it can also lead to job losses or increase inequality [38].

The methodological side of the educational process is being updated, as digital pedagogy provides a new vision for the teaching and learning process, and also changes the idea of what is being taught. Innovative forms of organizing the educational process often shed new light on the content of education, forcing it to adapt to new dimensions. This allows for more efficient learning, interpretation and re-labeling, processing, practicing, internalizing, and reproducing educational material, and also promotes co-creation. Digital technologies facilitate documentation, identification of problems and possible solutions, bring it closer to real life, facilitate communication between participants, structuring the deconstruction and reconstruction process, contact with experts, search for resources, publication of results and (public) verification of approaches.

However, the abundance of possibilities can be both an advantage and a hindrance, as it creates a need for multiple and expanded elements in the didactic process. Pedagogical strategies and established algorithms must be adapted, including new aspects, such as the selection of relevant and scientifically proven content, rethinking the expected learning outcomes, integrating tasks into collaborative (remote) work contexts, ensuring access, motivational methods and involving all team members in learning activities, encouraging independent learning, as well as taking into account elements of digital safety and student protection in the online environment.

Unstructured and extensive content in digital format emphasizes the role of the teacher as a facilitator, who, on the one hand, must guide students to relevant sources of knowledge correspondent to learning objectives, and on the other hand, teach them how to identify, evaluate and distinguish authentic knowledge and valuable ideas from alternative sources that do not meet recognized standards. Digital pedagogy brings more practical aspects to pedagogy. Although pedagogy remains a field of constant innovation, and current knowledge serves as the basis for new hypotheses and theories, it is primarily a tool for understanding and evaluating new educational practices.

Digital pedagogy is a starting point for a variety of interpretations and innovative approaches, from simply transferring traditional learning to a new digital environment to completely reformulating educational methods. In an effort to create effective digital education, we often start with

elements that are already familiar and time-tested. We usually try to transfer familiar learning situations to a digital environment, while preserving traditional ways of organizing groups, methods of interaction, and approaches to learning and assessment. In this case, the type of learning material and outcomes of activities changes first of all – they usually become more multimedia, and some synchronous work sessions are conducted remotely via videoconferencing.

The second stage involves changing the use of time for teaching, learning, and assessment, integrating asynchronous sessions and changing the traditional order or emphasis. For example, in the concept of the flipped classroom, independent learning precedes and partially replaces traditional teaching; formative assessment becomes more natural in the digital environment and is an important tool available to both the teacher and the student.

Typically, educators turn to new digital tools and resources to organize the usual teaching process. The innovation specific to digital pedagogy is that digital learning situations cannot simply be transferred back to an analog environment. It is important to note that today we do not have situations and learning paths that could not be described by concepts that existed before the digital era. Innovations are mainly about form, not substance, and are aimed at optimizing and increasing the effectiveness of teaching and learning. Essentially, we are still within the boundaries of pedagogy, although learning situations that are conducted remotely (synchronously or asynchronously) or in a blended learning format may require a new approach to design.

It is clear that digital pedagogy is a significant step forward for the field of educational sciences. This phenomenon, which reflects ideological changes, is part of our modern culture and constantly changing conditions in the professional and social spheres. Expectations from educational activities are becoming more pragmatic, which affects relationships and didactic communication, forming a new awareness of external variables that are related to roles and relative productivity in society.

Modern educational ideas, such as respect for the individual, inclusion, key competencies, personal development (soft skills), transdisciplinarity, project-based approach and authentic assessment, are a reflection of this new ideology in education. Digital technologies have demonstrated their potential to open up new opportunities for education, its transformation and to shape directions for "rethinking" education based not only on technological, but also on cultural, social, professional, economic and, above all, humanistic principles.

The most important advantage of trying to formulate digital pedagogy is to develop the ability of educators to design, implement and evaluate effective educational situations, adapted to modern times and the needs of students.

As previously mentioned, digital pedagogy open up new opportunities for learning and teaching, offering innovative approaches and tools to improve the educational process. However, for these opportunities to be properly implemented, certain principles and strategies must be followed. Here are five key recommendations, in our opinion, for the correct use of digital pedagogy in the educational process:

### **1. Planning and integrating digital tools.**

Start by developing a clear strategy for integrating digital tools into your educational process. Identify the goals and objectives you want to achieve with digital technologies and choose the tools

that best meet these goals. Assess the available resources and capabilities to ensure effective implementation. Analyze the needs of your learners and teachers to select the most appropriate digital tools. Conduct a survey or interview to understand which tools are already in use and which are unfamiliar or require additional training.

## **2. Create and adapt content.**

Since digital platforms allow for a variety of formats, create learning content that includes video, audio, interactive exercises, and infographics. This will help provide variety in learning material and maintain learner interest. Adapt content to different learning styles. Use tools to personalize the learning experience to take into account the individual needs and preferences of learners. For example, interactive platforms can offer different levels of difficulty of tasks, allowing each learner to work at their own pace.

## **3. Ensure accessibility and support.**

Provide technical support for learners and educators. Organize training and workshops to teach how to use new digital tools. This will help reduce technical problems and ensure that you are comfortable working with new technologies. Make sure that all digital resources are accessible to learners with different levels of technical training and technical capabilities. Avoid using tools that may not be accessible to a portion of your audience due to technical limitations or other factors.

## **4. Forming and evaluating the educational process.**

Implement interactive learning methods, such as virtual discussions, online games, and simulations. This can increase learner engagement and motivation, as well as promote better learning. Use formative assessment to monitor the progress of learners. Digital platforms make it easy to conduct surveys, tests, and feedback, which help to timely adjust the educational process and support learners in achieving their learning goals.

## **5. Ensuring security and ethics.**

Take care of the digital security of learners by ensuring the protection of personal data and confidentiality. Use reliable platforms and adhere to security policies to protect information. Educate learners on the correct use of digital tools and resources. Conduct digital literacy classes that will help them understand the ethical aspects of using technology, avoid plagiarism, and be responsible with information content.

## **2.4 METHODOLOGICAL TOOLS FOR EDUCATIONAL ACTION OF DIGITAL PEDAGOGY**

Modern **preschool children** are early involved in life in the virtual world.

In preschool age, the most important need of a child is communication, thanks to which social experience is acquired. In daily interaction and cooperation with adults and peers, he/she learns the rules of behavior and learns to evaluate his/her own actions and the actions of his/her environment through the prism of moral norms. This period is important for teaching children the rules of behavior and safety in the digital space [39].

*The reasons for the immersion of a modern preschooler in the digital space include:*

1. *Universal curiosity, a high level of cognitive activity.* Quite early, preschoolers realize that the Internet is an endless source of information, because in it children find a variety of educational and entertaining games, video clips, cartoons, numerous ways to obtain knowledge, exchange information, express themselves and purposefully interact with friends, family and the outside world.

2. *The need for communication.* The most important need of a preschool child is communication as an important factor in the formation and development of his/her personality, the assimilation of social experience. Determining the special importance of modern gadgets as a means of broad communication, psychologists at the same time emphasize the importance of real communication in their lives. In preschool age, a child, in daily interaction with adults and other children, learns the rules of behavior and learns to evaluate his/her own actions and gestures through the prism of moral norms. Given that the information space is becoming a real necessity, in parallel with the assimilation of a culture of communication and interaction in real life, an extremely important task is to teach the rules of behavior and safety in the digital space.

3. *The need for bright external impressions.* Children show increased interest in everything new, bright, unusual, because they are most and most quickly influenced by the external environment. The underdevelopment of self-regulatory mechanisms characteristic of preschool age, weak volitional and emotional control, impulsive behavior, make children most vulnerable to information and software-technical threats.

4. *The need for play as a leading activity.* An important factor that encourages children to the digital space is also the priority of play as the child's leading activity [1]. Children like to play computer games. Despite the benefits of games, especially developmental and educational, creative, entertaining computer games should not displace a wide range of real games in a child's life, as this can cause uneven development, delay the formation of readiness for learning, and cause Internet addiction.

Introducing children to gadgets should occur in parallel with the orientation of preschoolers to basic moral values (compassion, mercy, respect, responsibility, justice, etc.); the priority of a value-based attitude to real communication over virtual.

*The advantages of early immersion of a preschooler in the digital space are:*

1. Expanding the child's interests, opportunities for additional education, development of purposefulness, intelligence, awareness, ability to structure information flows, etc.

2. Satisfying the child's need for external impressions with the help of digital technologies has a positive effect, as it contributes to the development of cognitive abilities and imagination. There are many virtual games that at the same time have an educational and upbringing basis and are able to arouse the child's interest in history, literature, economics, etc.

*The risks of immersion of a preschool child in the digital space are:*

1. Removal of prohibitions and restrictions of moral, ethical and social plans (removal of the taboo of violence, murder, destruction; the lack of legal norms that operate in reality). Children are subconsciously alienated from fundamental things: the need to follow the rules, the inevitability of



punishment for aggressive behavior and violation of the law, the unity of the space-time continuum. Interest in aggressive games leads to the fact that children may try to apply similar methods of solving problems in real life. All this creates significant risks for the upbringing, development and safety of children.

2. Interest in aggressive games leads to the fact that children may try to apply similar methods of solving problems in real life. Thus, 60–65% of surveyed children of senior preschool age are fond of destructive games, such as "Batman", "Transformers", and various "shooters". Some children noted that they are not afraid of the appearance of blood and murder in games ("just kill – and that's it"). Violent computer games form the corresponding characters [40].

3. Insufficient development of self-regulatory mechanisms, characteristic of preschool age, weak volitional and emotional control, impulsive behavior make children most vulnerable to information and software-technical threats [1].

4. Deterioration of the child's health: morbidity of the organs of vision (rapid fatigue, itching, impaired visual perception at far and near distances); deterioration of concentration and working capacity; diseases of the musculoskeletal system (development of pathological diseases of the spine, osteochondrosis, strengthening or deformation of intercostal discs, etc.); hypodynamia [41].

5. The emergence of Internet addiction in a child. Symptoms of an Internet-addicted preschool child are: refusal to eat for the sake of entertainment on the Internet; irritability of the child if he/she is not allowed to use the gadget; euphoria from being on the Internet; neglect of the interests of relatives, friends and mates for the sake of being in digital space. The reasons for children's Internet addiction are: emotional exhaustion and "unlovedness"; the child's lack of intellectual skills; the lack of support from educators and parents; passive perception of information using new information technologies; distortion of moral norms and values in the process of easy satisfaction; disruption of mental processes [42].

*To increase the safety of preschool children in the digital space, it is necessary to:*

1. Be interested in the virtual life of children, do not ignore their questions.
2. Teach them the rules of conduct on the Internet; create safe nicknames and passwords to ensure confidentiality; use websites, recommended for children; use protective parental control programs [43].

3. Parents need to regulate the time a child spends on the Internet so as not to harm his/her health. According to the standards, set by the Ministry of Health of Ukraine, continuous computer use during the day for children of senior preschool age should not exceed 30–45 minutes per week [44]. It is necessary to establish rules for family use of the network [43].

4. Develop strategies and tactics for psychological and pedagogical support for involving preschool children in the information environment. Such support should be based on the priority of forming value orientations in preschool children in the field of digital education. Additional investments in the development of digital skills and literacy formation among parents and educators are needed to help children develop critical thinking and evaluation skills, which will allow them to quickly

explore the current flows of information of different quality, as well as information from parents and educators for children, in order to become modern digital citizens [1].

Modern **younger schoolchildren** are active representatives of the new digital generation of Internet users. In the younger school age, verbal-logical thinking, verbal discursive thinking, semantic memory, and voluntary attention are actualized; the need for play, movement, and external impressions remains [43]. Younger schoolchildren strive to independently explore the world around them, satisfying their interest in cognition, in particular with the help of the Internet [44]. Modern children are characterized by "clip thinking" – the peculiarity of perceiving the world through short, bright images; the surrounding reality is perceived as a sequence of completely unrelated phenomena [45]. Thus, the younger school age is a transitional period in mastering the digital space.

Of primary importance for primary school children is video content of an entertaining and educational nature, which is placed on the You Tube platform or by subscription on streaming platforms, such as Netflix. Children also actively master and use such social networks as Instagram, Tik Tok, Like, etc. Formally, according to the rules of social networks, children under the age of thirteen cannot create an independent account, but only under the supervision and control of their parents. However, according to rough estimates, about 20 million children under the age of 13 are registered on Facebook alone. 40% of Tik Tok users are children, and the company does not provide reliable and accurate data on the age structure of users; according to the parental control service Jiminy, 70% of ten-year-old girls in the United States use Tik Tok [1].

Naturally, primary school pupils are interested in the fascinating fairy-tale world of adventures. The ability to repeatedly play such content allows you to return to viewing it at any time. A social media product, such as peer video blogs, is gaining importance, where young bloggers are mainly engaged in the presentation of children's toys and related attributes, offered by the global industry; they play, act out scenes based on popular cartoons using the corresponding toy heroes or transform into the image of a popular hero. In fact, this line of powerful educational influence on the personality of a primary school pupil can be controlled by parents. Despite the possibility of parental control and the editorial policy of digital platforms and streaming services, the content of the video series itself and the represented behavior models in the video blog affect the formation of values and interests. A separate aspect of digital interaction of primary school pupils are online games and mobile entertainment applications. In particular, educational, creative and adventure games and applications remain popular among parents and children. However, gradually, as children grow older, games with complex plot structures become more attractive [1].

According to the standards, set by the Ministry of Health of Ukraine, continuous computer use during the day should not exceed 10 minutes in grades 1–2; 15 minutes in grades 3–4 [44].

Immersion in the digital space has positive and negative aspects for a younger schoolchild.

*Positive aspects:*

1. Social networks act as a convenient platform for developing communication skills.
2. Educational videos, thematic communities, online libraries have great opportunities for the development of the personality of a younger schoolchild. This allows a child to develop with minimal effort.

3. Games, during which the interaction of a younger schoolchild with a virtual environment occurs (cartoon games), contribute to increasing test intelligence indicators [46].

4. Development of logical, operational thinking, the ability to predict, the formation of business motivation.

5. Formation of an active life position, emotional expression, the possibility of self-realization [47].

*Negative aspects:*

1. Problems with physical and mental health (spinal deformity, vision impairment, etc.), mental health disorders (inability to adapt to the real world, irritability, aggressiveness and depression, Internet addiction).

2. The attractiveness of one's virtual image for a younger schoolchild leads to a loss of self-presentation abilities.

3. Inability to communicate with peers and adults in real life; the lack of real friends; decreased empathy.

4. The danger of virtual seduction of a child – the anonymity of Internet communication gives sexual perverts a chance to use children's curiosity about adult life with impunity and involve them in virtual intimate relationships.

5. Social networks have a noticeable negative impact on the formation of language in children, since the free use of profanity in articles, comments and advertisements can form a subconscious belief in a child that this manner of communication is socially approved.

6. Formation of incorrect value orientations, inability to distinguish virtual reality from real reality.

7. Loss of interest in learning, reading, manual labor. Thus, a child becomes a passive consumer of information [43].

8. The emergence of Internet addiction in a child [46].

Here are some rules for *personal safety on the Internet* that parents should teach their children:

1. Tell your child about the risks and dangers that he or she may encounter in the digital space. Teach your child the rules of confidentiality on the Internet, as this can be used by attackers.

2. If your child tries to hide from you what he or she is doing on the Internet, install a computer program for parental control [48].

3. Try to regulate the time your child spends on the Internet in order not to harm his or her health and prevent Internet addiction.

4. Create family rules for safety on the Internet, explain to your child why they need to be followed.

5. Show a special interest in your child's virtual life; study online habits; join your child's online friends. Become your child's friend and advisor, a role model. Together with your child, learn to live and create in the digital space, which is constantly becoming more complicated [43].

**Adolescence** is a period of intensive formation of worldview institutions and a system of evaluative judgments. Changes in the behavior of a teenager are caused by hormonal restructuring of the body and psychological changes, the desire for self-knowledge, self-observation. During this period,

the main interest is aroused by Internet resources that allow a teenager to communicate with real and virtual acquaintances, as well as entertainment and educational networks [44].

Digital space for teenagers is a regular living space, a way of their cognition and communication, and at the same time it is a territory of risks (addiction to online games; communication in social networks; access to pornographic content; access to materials that increase the risk of teenage suicide, cyberbullying, etc.) [43].

Nowadays, the opportunities to overcome adverse circumstances and communication limitations, to establish connections, to learn, to exchange information, to express thoughts and express views on one's own life and communities are becoming limitless thanks to the world of the Internet, which also serves as a platform for entertainment, participation in projects, flash mobs and the formation of a media culture of relationships [1]. Therefore, digital space for adolescents and high school students is a common way of their cognition.

The use of the digital space leads to various influences on the personality of adolescents and high school students: positive developmental, socializing, creative, collaborative, cultural, psychological, health-preserving, educational.

The *developmental* impact of the digital space on adolescents and high school students is carried out through developmental programs, documentary, informational and propaganda, educational films on TV channels, podcasts on the radio, the creation and operation of exciting and interesting content of high quality with an orientation to the age characteristics of users for reflection, performing a certain task, assistance and filling their own activities with meaning, prosocial games for computers and mobile phones. Many adolescents and high school students use the Internet to complete homework, update forgotten or unlearned information, independently filling gaps in knowledge [1]. Thus, the digital space contributes to mental development, creating and providing new opportunities for learning and self-education of adolescents and high school students.

The *socializing* impact of the digital space on adolescents and high school students is extremely significant, as it is associated with the formation of their desire for positive participation in the life of civil society, further ensuring sustainable development and livelihoods of communities, including through participation in various social campaigns (regarding environmental protection, against bullying in schools, information wars, volunteer assistance, etc.).

The *creative* impact of the digital space on adolescents and high school students occurs through gamification (active participation in online games), thanks to which communication networks are created, new social interaction is created, and innovative solutions to problems are sought.

The *collaborative* impact of the digital space on adolescents and high school students is to form teamwork skills, the ability to understand and interact in the digital world, to express one's own opinion and influence a collective decision, to be ready to make a choice and bear responsibility for it, to feel a sense of belonging to a group, team, community, people. Thus, teamwork develops in adolescents and high school students the ability to accept criticism and give an adequate response with maximum respect for each member of the team; contributes to the formation of a citizen's ability to perform social functions, using various platforms, forms, chats, blogs, etc. [1].

The *cultural* impact of the digital space on adolescents and high school students is caused by the spread of various information, knowledge, ideas, beliefs, cultures in the digital space without restrictions in time and space. It manifests itself in the ability to find a common language when communicating with peers or like-minded people from other countries without a sense of civilizational, social, linguistic or cultural barriers, provided that cultural values and national identity are preserved. The formation of virtual communities, social groups is accompanied by the development of slang, concepts, abbreviations, ways of thinking, ethics and cultural values, which in turn affects the worldview and diversification of forms of socialization and social behavior at the everyday level. The psychological impact of the digital space on adolescents and high school students is significant, since in the process of active formation of self-esteem, interests, moral ideas, social attitudes, the need for communication with peers, mutual understanding and mutual support become important. Communication with peers will contribute to the formation of: tolerance, empathy, tact, truthfulness, kindness, the use of gadgets and the digital environment to realize the ability to make independent choices and be responsible for them, increasing self-esteem and developing feedback skills in understanding how others will perceive messages, sent by teenagers and high school students.

The *health-preserving* educational impact of the digital space on teenagers and high school students lies in the need to develop a healthy style of behavior and habits of working on the Internet, skills to maximize the use of digital technologies at minimal health costs, acquiring their own safe online experience and the indispensable use of available health care tools.

The *educational* impact of the digital space on teenagers and high school students through the development of critical thinking is designed to teach them safe and responsible digital citizenship, related to creating and maintaining a reputation in the digital environment, monitoring and protecting against harmful content, grooming, etc. Developed critical thinking skills of teenagers and high school students will enable them to check sources of information, take into account comments to understand positive news, ask for advice from adults on incomprehensible or suspicious information, monitor the presence/absence of questionable materials in their own profile, and develop the habit of complaining about unreliable data to the website or social network administration [1]. Thus, the educational impact of the digital space on adolescents and high school students consists in creating a safe, inclusive, child-centered environment with the possibility of receiving individually selected content to implement the concept of a happy and healthy digital environment, built on the norms of universal morality and ethics.

At the same time, digital space is a territory of risks (addiction to online games, access to pornographic materials; access to materials that increase the risk of teenage suicide, cyberbullying, etc.).

*Ways to increase the safety of adolescents and high school students in the digital environment are:*

- formation of a socially responsible attitude towards their activities on the Internet in adolescents and high school students;
- development of motivation of students, aimed at forming a conscious need for digital competence, which gives them the opportunity to improve their life in the modern world, while avoiding various risks;

- development of students' skills of orientation in information, the ability to analyze, critically evaluate, and structure the information received;
- orientation of adolescents and high school students to observe the rules of hygiene in using cyberspace;
- organization of various types of activities of students, involvement in sports, creativity, and implementation of socially oriented projects;
- establishing subject-subject interaction between teachers and students, establishing trust and confidence between them, forming a positive self-concept in students, faith in their abilities, success and uniqueness [49];
- developing communication skills with peers and parents in adolescents and high school students: effective communication, self-presentation; ability to work in a team;
- developing healthy behavior and skills in adolescents and high school students on the Internet and maximum use of digital technology at minimal health costs;
- increasing the professional competence of teachers, in particular their awareness of the risks of the digital space, the impact on the health of students and ways to minimize it;
- cooperation of teachers with other specialists, in particular psychologists, psychotherapists, other doctors, who are able to provide timely assistance to the teenager, his/her parents and the family in general [43].

## CONCLUSIONS

The presented material makes it possible to conclude about the intensity and effectiveness of the implementation of digital pedagogy in world and Ukrainian education and science. Educational and scientific institutions are aware that digitalization offers a number of advantages and new strategies (approaches) to the education of students. The intensive development of technologies, such as augmented reality, virtual reality, artificial intelligence, robotics, media education, blockchain, cloud-based environments, gamification, STEM/STEAM education, has a powerful impact on the development of digital educational content.

Research into the current state of development of digital pedagogy in the context of digitalization of educational institutions and distance learning is carried out in the world and Ukraine systematically through a number of sociological surveys.

The results of the conducted questionnaires and interviews confirm the unique role of digital pedagogy in formal, non-formal and informal education, its effectiveness in educational and scientific activities. It is likely that after a period of intensive exploration and rediscovery, digital technologies will find their significant place in an enriched and renewed pedagogy, influencing aspects, such as teaching methods, external learning environments, psychological climate, classroom management and other areas. In some situations, education naturally adapts to digital conditions, integrating them as an essential part of the process.

Attempts to limit education to "conventional" spaces and frameworks, called "traditional" education, are often a reflection of anachronistic, reductionist pedagogies that do not correspond to modern realities. There is a complex relationship between "traditional" and "innovative" pedagogies. New didactic models and the use of technological resources in education contribute to the development of a new pedagogical paradigm. The need to explore how technology, open access and the concept of an educational institution without walls are changing the way we learn, as well as the long-term consequences of these changes for individuals, communities and society remains urgent.

There is a pressing need to justify and prepare for the transition to a new stage in which educational policymakers, decision-makers, educators and parents will understand, accept and support new adapted approaches that largely include digital technologies and the concept of open education. Regardless of what these approaches are called - digital, multimedia, distance, innovative or interactive, the essence remains the same - it is a living, open to new ideas, transformative and, above all, effective pedagogy.

## REFERENCES

1. Kremen, V., Sysoieva, S., Bekh, I., Voznesenska, O., Havrysh, N., Honchar, L. et al. (2022). The concept of education of children and youth in the digital space. *Herald of the National Academy of Educational Sciences of Ukraine*, 4 (2), 1–30. <https://doi.org/10.37472/v.naes.2022.4206>
2. Bykov, V. Yu. (2008). *Modeli orhanizatsiinykh system vidkrytoi osvity*. Kyiv: Atika, 684.
3. Guide to measuring information and communication technologies (ICT) in education (2009). UNESCO. Institute for Statistics. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000186547>
4. Jenkins, H. (2009). *Confronting the challenges of participatory culture: Media education for the 21st century*. MIT Press. Available at: <http://library.oapen.org/handle/20.500.12657/26083>
5. Sbruieva, A. A. (2021). *Comparative Higher Education: National, European and Global Contexts*. Sumy: SumDPU imeni A. S. Makarenka, 319.
6. Kremen, V., Bykov, V., Liashenko, O., Lytvynova, S., Lugovyi, V., Malovanyi, Y. et al. (2022). Scientific and methodological provision of digitalisation of education in ukraine: status, problems, prospects. *Herald of the National Academy of Educational Sciences of Ukraine*, 4 (2), 1–49. <https://doi.org/10.37472/v.naes.2022.4223>
7. Mokriev, M. V. (2013). *Informatciina pidtrimka distantciinogo navchannia v silskogospodarskomu doradnitctvi. Sovremennye napravleniia teoreticheskikh i prikladnykh issledovanii "2013"*, 1, Odessa: KUPRIENKO, 87–91.
8. Bykov, V. Yu., Burov, O. Yu., Hurzhii, A. M., Zhaldak, M. I., Leshchenko, M. P., Lytvynova, S. H. et al. (2019). *Rozvytok teoretychnykh osnov informatyzatsii osvity ta praktychna*

- realizatsiia informatsiino-komunikatsiinykh tekhnolohii v osvittii sferi Ukrainy. Zhytomyr: ZhDU im. I. Franka, 214.
9. Sysoieva, S. (2021). Tsyfroviizatsiia osvity: pedahohichni priorytety. *Osvita i suspilstvo*, 10–11, 8–9. Available at: [https://naps.gov.ua/ua/press/about\\_us/2545/](https://naps.gov.ua/ua/press/about_us/2545/) Last accessed: 04.04.2023
  10. Khudavardiieva, V. (2022). Trends in the digital transformation of education in modern conditions. *Pedahohichni nauky ta osvita*, XL–XLI, 102–109.
  11. Pylaieva, T. V. (2013). Orhanizatsiino-pedahohichna struktura Vidkrytoho universytetu Velykoi Brytanii. *Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh*, 28 (81), 279–284.
  12. Maiboroda, O. V. (2011). Distance education as a priority direction in post secondary education. *Information Technologies and Learning Tools*, 25 (5). <https://doi.org/10.33407/itlt.v25i5.452>
  13. Shuneych, B. I. (1970). Tendencies of distance learning development at foreign higher schools. *Information Technologies and Learning Tools*, 7 (3). <https://doi.org/10.33407/itlt.v7i3.122>
  14. Tsentry dystantsiinoho navchannia. Available at: <http://vnz.org.ua/dystantsijna-osvita/tsentry-do>
  15. Luzik, E., Demchenko, N., Proskurka, N. (2020). World models of higher education in the system of distance learning. *Visnyk Natsionalnoho aviatorsinoho universytetu. Seria: Pedahohika. Psykholohiia*, 2 (17), 41–47.
  16. Bychko, H., Vakulenko, T., Lisova, T., Mazorchuk, M., Tereshchenko, V., Rakov S. et al.; Tereshchenko, V., Klymenko, I. (Eds.) (2023). *Natsionalnyi zvit za rezultatsy mizhnarodnoho doslidzhennia yakosti osvity PISA-2022*. Kyiv, 395.
  17. Ovcharuk, O., Ivaniuk, I., Hrytsenchuk, O., Malyska, I. (2023). Rezultaty onlain-opytuvannia "Hotovnist i potreby vchyteliv shchodo vykorystannia tsyfrovyykh zasobiv ta IKT v umovakh viiny: 2023". *Analitichnyi zvit. ITsO NAPN Ukrainy*, 81.
  18. Ovcharuk, O. (2024). Organization of teachers' surveys regarding readiness to use ict during wartime in Ukraine. *Academic Notes Series Pedagogical Science*, 1 (212). <https://doi.org/10.36550/2415-7988-2024-1-212-29-35>
  19. Doslidzhennia yakosti orhanizatsii osvitnoho protsesu v umovakh viiny u 2023/2024 navchalnomu rotsi (2024). Derzhavna sluzhba yakosti osvity Ukrainy, 71. Available at: [https://sqe.gov.ua/wp-content/uploads/2024/05/Zvit\\_Osvita\\_pid\\_chas\\_viyni\\_2023\\_SQE-22.05.2024.pdf](https://sqe.gov.ua/wp-content/uploads/2024/05/Zvit_Osvita_pid_chas_viyni_2023_SQE-22.05.2024.pdf)
  20. Navchalni vtraty: sutnist, prychny, naslidky ta shliakhy podolannia": analitichnyi material vid fakhivtsiv. UTsOlaO. Available at: <http://surl.li/gozkn>
  21. Sikora Я., Ivanova C., Kilchenko A. (2024). Development of digital competence of researchers' using open education and scientific information systems: domestic experience. *Education. Innovation. Practice*, 12 (5), 73–79. <https://doi.org/10.31110/2616-650X-vol12i5-011>
  22. Vseukrainske doslidzhennia vykorystannia ShL u shkilnii osviti. Available at: [https://mon.gov.ua/storage/app/media/news/2023/12/20/Vseukrainske\\_doslidzhennya\\_vykorys-tannya.20.12.2023.pdf](https://mon.gov.ua/storage/app/media/news/2023/12/20/Vseukrainske_doslidzhennya_vykorys-tannya.20.12.2023.pdf)



23. Hodunova, A., Tolochko, S. (2023). Monitoring study of teenagers perception of technologies with artificial intelligence. *Perspektyvy Ta Innovatsii Nauky*, 12 (30), 185–195. [https://doi.org/10.52058/2786-4952-2023-12\(30\)-185-195](https://doi.org/10.52058/2786-4952-2023-12(30)-185-195)
24. Doslidzhennia tsyvrovoi hramotnosti v Ukraini (2023). Ministerstvo tsyvrovoi transformatsii Ukrainy. Available at: [https://osvita.diia.gov.ua/uploads/1/8800-ua\\_cifrova\\_gramotnist\\_naselenna\\_ukraini\\_2023.pdf](https://osvita.diia.gov.ua/uploads/1/8800-ua_cifrova_gramotnist_naselenna_ukraini_2023.pdf)
25. Aroles, J., Küpers, W. (2021). Towards an integral pedagogy in the age of 'digital Gestell': Moving between embodied co-presence and telepresence in learning and teaching practices. *Management Learning*, 53 (5), 757–775. <https://doi.org/10.1177/13505076211053871>
26. Boczar, A., Jordan, S. (2021). Continuity during COVID: Critical digital pedagogy and special collections virtual instruction. *IFLA Journal*, 48 (1), 99–111. <https://doi.org/10.1177/03400352211023795>
27. Waddell, M., Clariza, E. (2018). Critical digital pedagogy and cultural sensitivity in the library classroom: Infographics and digital storytelling. *College & Research Libraries News*, 79 (5), 228–233. <https://doi.org/10.5860/crlh.79.5.228>
28. Bykov, V. Yu., Leshchenko, M. P. (2016). Digital humanistic pedagogy: relevant problems of scientific research in the field of using ICT in education. *Information Technologies and Learning Tools*, 53(3), 1. <https://doi.org/10.33407/itlt.v53i3.1417>
29. Exploring the digital pedagogy toolkit. Helping academics to make informed choices when embedding digital into the curriculum (2020/2021). JISC. Available at: <https://www.jisc.ac.uk/guides/digital-pedagogy-toolkit>
30. Kukulska-Hulme, A., Bossu, C., Charitonos, K., Coughlan, T., Ferguson, R., FitzGerald, E. et al. (2022). *Innovating Pedagogy 2022: Open University Innovation Report 10*. Milton Keynes: The Open University.
31. Selwyn, N., Hillman, T., Eynon, R., Ferreira, G., Knox, J., Macgilchrist, F., Sancho-Gil, J. M. (2019). What's next for Ed-Tech? Critical hopes and concerns for the 2020s. *Learning, Media and Technology*, 45 (1), 1–6. <https://doi.org/10.1080/17439884.2020.1694945>
32. Istrate, O. (2022). Digital Pedagogy. Definition and Conceptual Area. *Journal of Digital Pedagogy*, 1 (1), 3–10. <https://doi.org/10.61071/jdp.0313>
33. Suárez-Guerrero, C., Gutiérrez-Esteban, P., Ayuso-Delpuerto, D. (2024). Digital Pedagogy. Systematic Review of the Concept. *Teoría de La Educación. Revista Interuniversitaria*, 36 (2), 157–178. <https://doi.org/10.14201/teri.31721>
34. Anitha S., Vijaya K. B. Effectiveness of digital pedagogy in higher education: A quasi-experimental study. *Education and Information Technologies*, 26 (1), 159–174. <https://doi.org/10.1007/s10639-020-10313-5>
35. Means, B., Toyama, Y., Murphy, R., Bakia, M., Jones, K. (2010). *Evaluation of Evidence-Based Practices in Online Learning: A Meta-analysis and Review of Online Learning Studies*. US Department of Education. Available at: <https://www.ed.gov/sites/ed/files/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

36. Huang R., Chen G., Wu J., Chen Y. The effectiveness of blended learning for secondary school students: A meta-analysis. *Journal of Educational Computing Research*, 58 (6), 1251–1273. <https://doi.org/10.1177/0735633120917809>
37. Dhakal, B. P. (2023). Digital Pedagogy: An effective Model for 21st Century Education. *Academic Journal of Mathematics Education*, 5 (1), 1–9. <https://doi.org/10.3126/ajme.v5i1.54534>
38. Learning about artificial intelligence: A hub of MIT resources for K-12 students (2020). MIT Media Lab. Available at: <https://news.mit.edu/2020/learning-about-artificial-intelligence-hub-of-mit-resources-k-12-students-0407>
39. Vasiuk, O., Kondratenko, Ya. (2021). Model of using electronic training resources in professional training of future welders. *Youth & market*, 9 (195), 27–32. <https://doi.org/10.24919/2308-4634.2021.240143>
40. Semeniako, Yu. (2019). Vplyv informatsiinoho prostoru na osobystist dytyny doshkilnyka. *Praktychna mediahramotnist: mizhnarodnyi dosvid ta ukraiynski perspektyvy*. Kyiv: Tsentr Vilnoi Presy, Akademiia ukraiynskoi presy, 82–93.
41. Kindrat, I. R. (2013). Influence of Modern Mediaspace for the Formation of Philosophical Concepts Child of Pre-school Age. *Visnyk LNU imeni Tarasa Shevchenka*, 13 (3), 97–110.
42. Hurevych, R. S., Kademiia, M. O. (2006). Informatsiino-telekomunikatsiini tekhnologii v nachalnomu protsesi ta naukovykh doslidzhenniakh: navchalnyi posibnyk dlia studentiv pedahohichnykh VNZ i slukhachiv instytutiv pislidyplomnoi osvity. Kyiv: "Osvita Ukrainy", 390.
43. Zhurba, K. O., Kanishevskaya, L. V., Malynoshchuk, R. V., Kharchenko, N. V., Fedorenko, S. V. (2022). Vykhovannia ditei ta molodi u tsyfrovomu prostori. Kyiv, 124.
44. Lytovchenko, I. V., Maksymenko, S. D., Boltivets, S. I., Chepa, M.-L. A., Buhaiova, N. M. (2010). Dity v Interneti: Yak navchyty bezpetsi u virtualnomu sviti. Kyiv: Vydavnytstvo TOV "Vydavnychiy budynok "Avanpost"-Prym, 48.
45. Savchenko, L. (2017). Klipove myslennia ta shkola: sumishchaiuchy nesumisne. *Osvita.UA*. Available at: <https://osvita.ua/school/57359/>
46. Kanishevskaya, L., Lesyk, A. (2023). Formation of safe behaviour of primary school students in the digital space. *Scientific Papers of Berdiansk State Pedagogical University Series Pedagogical Sciences*, 1 (1), 115–121. <https://doi.org/10.31494/2412-9208-2023-1-1-115-121>
47. Petrushko, H. V. (2020). Mistse i rol internetu u zhytti molodshykh shkolariv. *Innovatsii u roboti vchytelia pochatkovykh klasiv: vykyky i realii NUSH*. Lviv: Tsentr Prohresyvnoi osvity "Henezum", 203.
48. Aliksieienko, T. F., Honchar, L. V., Kanishevskaya, L. V., Rohovets O. V.; Shakhrai, V. M. (Ed.) (2019). *Zhyttia pidlitka yak tsinnist: porada vchyteliu i batkam*. Kyiv, 100.
49. Kanishevskaya, L., Shakhrai, V. (2022). Features of education in school and family under the condition of digitalization. *Perspektyvy ta Innovatsii Nauky*, 4 (9). [https://doi.org/10.52058/2786-4952-2022-4\(9\)-144-155](https://doi.org/10.52058/2786-4952-2022-4(9)-144-155)

## CHAPTER 3

EDUCATION WITHOUT A FACE IN THE AGE OF EXISTENTIAL DEFICIT:  
HOW GLOBALIZATION, POST-TRUTH, AND THE POLITICS  
OF MEANINGLESSNESS DEHUMANIZE PEDAGOGY

## ABSTRACT

This chapter investigates the existential crisis of contemporary education, emphasizing how globalization, the culture of post-truth, and technocratic discourse contribute to the erosion of human dignity and subjectivity in pedagogy. Despite declarations of placing "the human at the center", education increasingly reduces the learner to a set of functions, competencies, or indicators, resulting in alienation and loss of authentic presence. Drawing on philosophical perspectives from Byung-Chul Han, Martha Nussbaum, Levinas, Foucault, Ricoeur, Buber, and others, the text critically analyzes how managerial language, global rankings, and efficiency-driven reforms depersonalize both teachers and students. The chapter introduces the concepts of "trauma of misrecognition" and "pedagogy of disconnection", highlighting the psychological and ethical consequences of systemic neglect of the individual. As a response, it proposes a linguistic and ethical reconstruction of pedagogy through a "culture of dignity", where words regain their humanizing power, and education is redefined as a space of recognition, presence, and dialogical trust. Ultimately, the chapter argues that restoring language, dignity, and listening as central elements of education is essential for countering existential fragmentation and reclaiming the face of pedagogy.

## KEYWORDS

Education, pedagogy, globalization, post-truth, dignity, technocratic discourse, recognition, alienation.

## 3.1 DIAGNOSIS OF LOSS

## INTRODUCTION: EDUCATION THAT HAS LOST ITS HUMAN TOUCH

We live in a time when education has found itself at the epicentre of global change – not only technological, economic or political, but above all anthropological. It still functions, reforms,

digitises, reports – but at the same time loses its ability to see the human being, hear their requests, respond to their existential challenges. In an era of radical civilisational upheavals – war, climate change, pandemics, algorithmisation of thinking – education, instead of being a response to anxiety and fragmentation, is increasingly becoming yet another tool for managing instability.

This sense of loss begins at the level of language. Educational discourse is saturated with terms such as "human capital", "resource provision", "staff efficiency", "knowledge platform", and "education quality management". These formulas are not just stylistic conveniences, but linguistic markers of the loss of a humanistic perspective. A language that thinks of education as a market, people as carriers of competencies, and learning as a certification process excludes the subject of dignity from the pedagogical space [1].

Under the slogans of reform, innovation, and digital transformation, we see not an update of the content of education, but a gradual reduction of the human being to an indicator function. They must "meet requirements", "show results", and "adapt to change". But where is the freedom to think in this? Where is the place for doubt, silence, ethical search, affect? As B.-C. Han notes, in modern productivity culture, "fatigue of being oneself" prevails, and education is increasingly becoming not a space of liberation, but an institution of loss of subjectivity [2].

Against this backdrop, a new anomaly is emerging: a person is physically present in education but ontologically absent. They may have access to knowledge but lose their sense of meaning; they may receive grades but not experience dignity as recognition. This gives rise to the phenomenon of cognitive simulation: learning continues, but without internal growth. All this creates a new pedagogical reality, which would be more accurately called post-education – that is, one that has lost the ability to keep the person at the centre.

This process has clear political dynamics. Despite its promise of equality, solidarity and progress, the globalisation of education often turns out to be an architecture of depersonalisation. International rankings, the unification of standards, the managerial logic of universities and ministries – all this produces a model where local ethical contexts, vulnerability and identity are marginalised. Reform becomes a self-sufficient goal, not always taking into account the kind of person it shapes. As a result, educational policy loses its ethical texture, becoming mechanical, fragmented, and devoid of empathy [3].

No less dangerous is the influence of post-truth culture on the educational ecosystem. Today, it is increasingly difficult to maintain a space for critical conversation if it is not administratively or ideologically beneficial. Education that is incapable of telling the truth – about inequality, psychological exhaustion, value disorientation – turns into a simulation of thinking. In an era when truth itself has become the subject of political bargaining, the educational process risks becoming not an intellectual encounter, but a ritual of formal presence without moral weight [4].

But the key challenge lies even deeper than that. It lies in the existential deficit that has become a structural feature of educational existence. Young people who have lived through a pandemic, war, and information collapse are living with the experience of a cancelled future. When the horizon is uncertain, when planetary threats seem insurmountable, when technology is advancing

faster than ethics, there is a demand not for competence, but for existential support. And this is where education is often powerless: it does not offer answers, does not provide a meaningful framework, does not support people in their moments of anxiety. And that is why dignity becomes not a metaphor, but a practical answer [5].

As M. Nussbaum points out, a democratic society cannot exist without education that fosters emotional literacy, ethical sensitivity, empathy and critical thinking. Education without dignity is education without democracy. Conversely, education in which dignity is not a slogan but a structure of interaction is a space in which freedom is born [6].

This section is not just a critical caveat. It is a manifesto for the return of the human being to the educational perspective. We will show how *the logic of globalisation, the language of instrumentalism, the culture of post-truth and existential fragmentation* have led to a profound loss of the subject in education. At the same time, we will show how the methodology of the culture of dignity can become the architecture of the ethical reconstruction of education, where every word, every gesture, every structure returns the main content of the educational space – the human being.

We no longer live in an era where pedagogy is simply the transmission of knowledge. We live in an era when the question "Why teach?" is increasingly left unanswered. The point of disappearance of meaning is not in the lack of technology, but in the deficit of presence, reciprocity and the meaning of the common "we". It is this existential vacuum that is the main challenge of modern education.

We are trying to reform forms, forgetting the fundamental: we have lost the language that is capable of recognising the other. As a result, we have lost our identity: as students, teachers, and as a system. Words have become an interface rather than an address. Rules have become a function rather than an agreement. Trust has become a product rather than a relationship. We do not speak – we function.

In this study, we do not just criticise. We are mapping the way back: from depersonalisation to vision, from linguistic amnesia to words that recognise, from institutional automatism to human presence. We will talk about the physicality of dignity, the language of silence, the neuropsychology of trust, the teacher as a bearer of vulnerability and strength at the same time. This text is an attempt not to reform education, but to bring it back to life.

### EDUCATION WITHOUT FACES: HOW GLOBALISATION HAS ERASED THE HUMAN BEING FROM PEDAGOGY

There is an alarming paradox: at a time when the global educational community declares "the human being at the centre", the human being itself is absent as a living presence in educational policy, pedagogical language, and the structure of educational experience. It has been displaced, delegitimised, replaced by functionality, roles, and indicators. Pedagogy is ceasing to be the art of shaping consciousness and increasingly resembles the logistics of servicing productive bodies, where the subject loses their voice and thinking loses its right to doubt.

This is not a coincidence or linguistic inaccuracy – it is a symptom of globalised logic, which transforms education in the image of the market. The unification of standards, dependence on international ratings, the dominance of English-language formats and bureaucratic hyper-control – all this leaves no room for anything else, for anything untranslatable, for anything affective. And if education is subordinated to global economies, then humanity in it becomes a surplus that cannot be monetised or ranked [7]. Instead of a student, there is a client. Instead of a teacher, there is a provider. Instead of knowledge, there is an educational product. These transformations of language are not neutral.

They recode the very essence of the pedagogical experience, reducing it to instruction and transaction. But there is an even subtler disappearance, less noticeable but more destructive. This is the linguistic blindness of education. We no longer know what to call those we teach. Between "pupil", "student", "user", and "client", the face is lost – not just an image, but an ontological identity. Once language loses its ability to address, it loses its ability to recognise. And then pedagogy turns into a system of neutral detachment, in which no one sees anyone anymore – only processes, products, data.

In this sense, depersonalisation is not only a political effect but also a semiotic defeat. A system that has no language to denote dignity becomes a system that reproduces its absence. That is why it is important not only to criticise the reform but also to reformulate its discourse, to give it words capable of saying: I see you.

As W. Welsh notes, the language of education has become technological, and pedagogy itself has become "post-anthropic" [7]. We no longer ask "What is a dignified person?", we ask "Does he or she meet market expectations?"

This shift has profound psychological consequences. Students deprived of the right to make mistakes, to search, to feel anxiety, lose the ability to form an authentic inner "I". Instead, they construct an adaptive "I-competitor", shaped by the logic of external verification. As a result, we do not form a subject, we cultivate a cognitively functional shell that has nothing to do with empathy, dignity or responsibility for the future [8].

At a deeper level, this forms a pedagogy of alienation. Between the student and the teacher there is a contract, between thinking and the programme there is a template, between dialogue and the system there is a protocol. Education becomes silent not because it does not speak, but because it no longer listens. And this is the moment when the face disappears. As Levinas emphasises, true ethics begins when I encounter the face of another [9]. But how can I encounter what the system has learned not to see?

No less destructive is the influence of administrative metalanguage, which substitutes meanings: "load" instead of "interaction", "contingent" instead of "community", "quality" as a digital abstraction without questions of dignity or freedom. The language of educational documents has become the grammar of objectification, in which the subject is transformed into an articulated code. This is no longer just functionalism – it is the semiotic erasure of humanity [10].

Such language not only reproduces structures of power – it constructs alienation as the norm. The teacher does not think about trust, he thinks about documentation. The student does

not talk about anxiety because there is no word in the system with which to articulate it. And this is where language loses its humanistic function – it is no longer recognition, it is control, verification, alienation.

It is also important to pay attention to the affective disorientation produced by such an educational structure. When students do not see that their experience is valuable, when teachers are no longer a presence but merely a duty, an affective void arises that absorbs all motivation. People no longer want to learn – not because of laziness, but because they are not heard as subjects of pain and hope [11].

Globalisation, therefore, has not only erased cultural specificity – it has unified silence. What was once the ethical face of education – care, attentiveness, dialogue – has now been replaced by format, deadlines, and electronic chains of control. And that is why there is a need for not a cosmetic but an ontological reform of pedagogy: not about tools, but about encounter. Not about competence, but about dignity. Not about management, but about presence.

As S. Krymsky writes, education without a sense of spiritual continuity, without a common horizon, without a language of coexistence, becomes a means of shaping a person without tradition, without a face, without a heart [12]. And so we must ask ourselves: what do we lose when we are no longer able to say to a student, *"I see you"*? And what will we gain if we dare to say it, despite all the institutional inertia?

But perhaps the deepest loss we have experienced is the loss of the word that recognises. Not the word that informs, not the word that evaluates, but the word that addresses. Because pedagogy begins not with reform, but with speech in which the other feels: *"you are"*. And if we really want to turn our faces back to education, we must begin by restoring dignity to speech.

More on this later. About words that do not command, but listen. About silence that is not emptiness, but trust. About language that is capable of saying: *I see you*.

## POST-TRUTH AND THE PEDAGOGY OF DISCONNECTION

*"To think does not mean to have thoughts. It means to be accountable to yourself and the world for what you believe to be true."* (S. Krymsky).

We live in an age when truth itself has become vulnerable. Post-truth is not just a political or media strategy, it is an ontological event in which trust, context and responsibility are disintegrating. In the field of education, this collapse takes on a particularly dangerous form – the pedagogy of disconnection, where knowledge loses its ethical quality and teachers lose their ability to be conduits of unifying truth.

Education in the post-truth era does not directly deny truth – it dissolves it into an infinity of opinions, impressions and subjective positions. Everything has a right to exist, but nothing has power. In this situation, instead of seeking truth, students seek convenient interpretations, and teachers, in order not to be accused of *"forcing truth"*, hide their intellectual position behind

neutrality. This creates a new form of disconnection: a gap between knowledge and value, between words and reality, between education and life [13].

In such conditions, silence becomes the pedagogical norm. Not silence as depth, but silence as avoidance. The teacher does not dare to call war war, contempt humiliation, populism lies. And the student does not demand the truth because he no longer believes that truth is possible at all. This gives rise to affective amnesia – an emotional habit of not seeing reality in order not to suffer, not to take risks, not to be weak. Thus, the educational space is filled with forms without meaning, identities without subjectivity, and speech without responsibility [14].

In this world, lies encounter no resistance – they are quietly co-opted by the language of education, replacing complex questions with simple frames: "be tolerant", "remain neutral", "appreciate all positions". But such pseudo-pluralistic language does not liberate, it paralyses, because it gives no name to evil, good, strength or weakness. Education becomes a space of total cautious compromise – packaged consent to epistemological emptiness.

As M. Nussbaum writes, democracy cannot survive without the ability to speak the truth – not as an objective formula, but as ethical fidelity to human experience [6]. Education that is silent about pain, injustice or distortion is not neutral – it is a participant in alienation. And this is where we encounter what Krymsky called "the loss of truth as the dominant force in culture". Post-truth is not an era without truth. It is an era where teachers are afraid to be truthful and students do not expect to hear the answer.

The pedagogy of disconnection is not only something that breaks the relationship between teacher and student. It is something that disconnects a person from their inner moral compass. Knowledge is no longer born as a discovery – it is delivered as a commodity, neutral, safe, sterile.

This approach excludes trauma – but it also excludes transformation. And without trauma and truth, there is no becoming. There is only a simulation of learning, in which no one believes anyone else, but everyone politely follows instructions.

However, it is precisely at the moment of disconnection that a chance for a new connection arises – not based on sameness, but on trust. Trust is not consensus or tolerance. It is a willingness to be vulnerable to others without demanding guarantees. And this is where education can once again become a space of hope: where truth is not imposed but witnessed; where the teacher does not "have the answers" but shows the courage to be in the question.

A return to truth is not a restoration of old authoritarian thinking. It is the discovery of a new pedagogy: ethical, linguistic, trusting. As S. Krymsky wrote, truth is not only what corresponds to facts, but what is internally binding. And this is the kind of education we strive for: not perfect, but honest within the limits of human imperfection.

### PEDAGOGY THAT DOES NOT SEE: THE TRAUMA OF NON-RECOGNITION

*"When the other ceases to be an event, I become a wall to myself." (S. Krymsky).*

---



In modern education, it is not overt violence that is becoming more common, but silent violence. Not through humiliation, but through a lack of recognition. The student listens, but feels that they are not being heard. The teacher speaks, but does not believe that they are being seen. The classroom, the university lecture hall, even the Zoom lecture become a space of mutual absence, where everyone is physically present, but no one is truly there.

This is not just psychological discomfort. It is a pedagogical pathology that A. Honneth described as the trauma of non-recognition: a situation in which the subject does not receive confirmation of their value, existence, or right to be [13]. In such conditions, learning ceases to be an interaction and becomes a procedure. The teacher becomes a speaker without an audience. The student becomes an audience without a listener. And both accumulate a deep anxiety: *Is there any point in being here if no one sees me as a living person?*

Paradoxically, the external activity of the system is increasing: new standards, digitalisation, certifications, grants, inclusion policies. But inside, there is a lack of connection. We increasingly describe the student as a "multifaceted subject of the educational process" – and ask less and less: *How do they feel today? Do they trust me? Can I call them by name without documentation?*

This disconnect between form and presence creates a void – affective, identity-related, ethical. We have learned to measure success, but not to see fatigue. We can calculate attendance rates, but we cannot answer the silent question: am I important to anyone here?

And this is where trauma begins. It has no external manifestation. It spreads internally – as an experience of invisibility, as a slow loss of hope that someone will recognise your presence. The trauma of non-recognition is not a one-time act. It is a structural habit of the system to ignore a person as another universe.

As neuropsychology shows, recognition activates the same areas of the brain as physical safety [14]. Lack of recognition is an alarm signal that the body and mind interpret as danger. In other words, we are not just dealing with a pedagogical mistake, but with neuropsychological destabilisation that undermines trust in the learning process itself.

In this context, it is extremely important to refer to S. Krymsky, who wrote: *"A person can endure pain, but cannot endure prolonged indifference. Because indifference is a silent expulsion from culture"*. And this is exactly what we have in education today: a silent expulsion of dignity through the indifferent norm of not noticing.

But there is a way out. And it starts with the simplest thing – the act of pedagogical gaze. From the moment when the teacher does not just read a lecture, but *meets someone with their eyes*. When the student does not just listen – but *feels that someone is looking to see, not to evaluate*. This moment is not a technology or a skill. It is the ethics of presence, which cannot be simulated.

Pedagogy that recognises this does not guarantee success. But it creates conditions in which a person dares to be themselves. And this is the highest form of education. Because dignity cannot be instilled. But it can be recognised. And this is already the beginning of a different kind of education.

## 3.2 THE LINGUISTIC EVENT OF DIGNITY

### LANGUAGE THAT BETRAYS: TECHNOCRACY IN EDUCATIONAL DISCOURSE

*Technocratic discourse as a betrayal of the humanistic essence of education.*

Contemporary educational discourse is increasingly taking on the characteristics of technocratic newspeak – a language of numbers, indicators and bureaucratic euphemisms that hide the living essence of pedagogy behind cold terms. This language seems to betray education, replacing its human dimension with the language of managers and administrators. Educational policy operates with categories such as KPI, "contingent", "educational service", "efficiency", "quality" and "subsidy" – concepts borrowed from business and public administration. At first glance, these are neutral, instrumental words. However, their dominance in the educational space has profound anthropological and ethical consequences. Technocratic discourse, while claiming to be "objective" and "rational", actually shapes power over minds, standardises thinking, and depersonalises participants in the educational process.

As M. Foucault notes, discourse is a vehicle of power: through language, institutions establish what is considered truth and which subjects must obey this "truth". In the field of education, this means that technocratic newspeak imposes its own "regime of truth": only that which can be quantitatively measured, standardised and controlled is considered true. Everything else – individual experiences, creativity, the ethical dimension of learning – is declared secondary or invisible. It is no coincidence that Foucault compared schools to factories and prisons, where the goal is to "define, classify, control and standardise people" [15]. The technocratic language of education serves the same purpose: through seemingly neutral terms, it establishes disciplinary power over students and teachers, turning them into objects of management. Such a "language of domination" reproduces hierarchy: the subject of speech (administrative authority) pronounces normative truth, and the speakers of the language of education (students, teachers) must comply with it.

However, language is not only an instrument of power, but also an ethical space for communication. P. Ricoeur noted that speech is always an action for which we are responsible [16]. When education leaders refer to students as a "contingent" or "human capital", they are performing a linguistic act that has ethical weight: such words reduce a unique personality to a statistical unit or resource. According to P. Ricoeur, language creates the reality of relationships, and the speaker bears moral responsibility for the meaning created. Thus, technocratic rhetoric in education is not just a style, but an act of linguistic objectification that influences people's self-perception. Instead, according to P. Ricoeur, a humanistic approach would require language rooted in the ideas of mutual recognition and responsibility. By calling a student a "person in development" instead of "capital", we act ethically, recognising their subjectivity and uniqueness.

Similarly, M. Buber, in his dialogical philosophy, showed the gap between the I-You and I-It relationships. Technocratic language inclines educators towards the I-It relationship: the student appears as "input data", "product of educational services" or "unit of funding" – an object that is

treated according to a scheme. Instead, a culture of dignity requires the restoration of the I–You relationship, where the teacher and student interact as equal bearers of human dignity. If a university administrator thought in terms of I–You, they would not use the word "contingent" – instead, they would speak of an "academic community" where each student is a unique "You" rather than an impersonal number. Buber's approach adds an ironic humanistic accent: when we refer to people in accounting terms, we not only demean them, we impoverish ourselves, losing the true encounter with the Other. The irony is that a system that prides itself on the "quality of education" risks losing the highest quality of all: the humanity of relationships.

### TRANSVERSALITY VERSUS ONE-DIMENSIONAL THINKING

The one-sidedness of technocratic discourse has been well criticised by contemporary philosophers of rationality. W. Welsch introduces the concept of transversal intelligence – the ability of the mind to cross different dimensions of meaning and rationality without getting stuck in one narrow discourse [17]. Classical technocracy relies on one-dimensional instrumental intelligence, which reduces everything to quantitative indicators and standards. W. Welsch emphasises that true intelligence differentiates and combines different types of rationality – scientific-quantitative, ethical, and aesthetic. Education, by its very nature, is a field where these diverse dimensions intersect: it is the transfer of knowledge (cognitive rationality), the cultivation of values (moral rationality), and a space for inspiration and creativity (aesthetic dimension). Technocratic language, on the other hand, narrows the horizon to a single dimension – efficiency, measured in numbers. This leads to a sharp narrowing of the culture of thinking: from a polyphony, it turns into the monotonous voice of statistics. Welsch's approach requires a transversal shift: in order to overcome the crisis of meaning, educational discourse must learn to switch between different languages – the language of numbers and the language of meanings, the language of facts and the language of values – and seek connections between them. The irony is that true "quality of education" is born not from an obsession with monotonous KPIs, but from the plasticity of thinking, capable of accommodating STEM, humanities, and existential dimensions. One-dimensional language deprives education of this flexibility, turning it into a caricature of itself – a school for robots, not for people.

### THE LOSS OF "AURA" AND THE LOGIC OF PRESENCE

Another consequence of technocratic domination is *the "disenchantment"* of educational language, the loss of its atmosphere, or aura in W. Benjamin's terms. Benjamin introduced the concept of aura when describing the unique "presence of the distant" – the unique soul of a work of art that disappears with mass reproduction. A parallel can be drawn: the traditional language of

education – a “heart-to-heart” appeal, rich in metaphors, stories, and personal intonations – had an aura of uniqueness. By speaking in a lively language, the teacher created a certain charm around knowledge, a meaningful aura that illuminated the path for the student. Instead, the bureaucratic language of educational standards and reports kills this aura. When lectures are replaced by “*content on the platform*” and students are referred to as “*contingent units*”, language loses the magic of presence and turns into a dry code for transmitting information.

H. U. Gumbrecht contrasts two modes of culture – representation (constant interpretation, symbolic mediation) and presence (direct existential experience). Technocratic educational language almost entirely gravitates towards the mode of representation: knowledge is presented as something that must be *represented, documented, placed in a table or presentation*. But what happens to presence? Gumbrecht warns that a culture that eliminates the dimension of presence loses empathy and is capable of treating people as numbers. Educational discourse, stripped of presence, also risks reducing living students to rows in Excel. H. U. Gumbrecht, referring to the lessons of W. Adorno and M. Horkheimer, actually speaks of the danger of total objectification: if there is no place in educational culture for real presence – lively dialogue, empathy in the classroom, charismatic teaching – then this culture can reach the extreme expression of depersonalisation (a horrific historical example is a number tattooed on a person's arm instead of their name).

Of course, a university is not a concentration camp, but the tendency to “depersonalise in order to control” is evident. Lectures are increasingly formatted as “*content*”, students become “*consumers of educational services*”, and teachers become “*providers of knowledge*”. In this sterile space, everyone seems to be comfortable except for meaning: the aura of presence disappears, and with it, inspiration and trust. As the students themselves wittily remark, “*the most valuable moments of learning do not fit into any KPI*”. The loss of the aura of language is also evident in the fact that education is no longer perceived as an event, but increasingly as a service. Meanwhile, it is precisely in the eventfulness of the “teacher–student” encounter that a space is created where words come to life, where knowledge is transmitted through presence and charisma, rather than through PDFs and tests.

### LANGUAGE AS A SPACE FOR CULTURAL MEMORY

Ukrainian philosopher S. Krymsky, who called language a *space of cultural memory*, was particularly sensitive to the degradation of the language of education. Every word carries layers of historical meanings, values, and memories of the people. S. Krymsky emphasised that culture exists not only in artefacts or institutions, but above all in the linguistic universe, where the spiritual experience of generations lives on. Therefore, the words of educational discourse are not trivial, but “*containers of memory*”. When we replace traditional concepts (“upbringing”, “teacher's calling”, “studenthood”) with corporate euphemisms (“human capital management”, “educational service”, “acquisition of competencies”), we are in fact committing linguistic amnesia. The cultural memory

is losing its ideas about teachers as mentors, learning as a spiritual path, and universities as *alma maters*. Instead, simplified ideas are taking root: teachers are service providers, learning is the purchase of a certificate, and universities are markets for educational transactions. Such linguistic substitution impoverishes cultural memory, making it flat.

S. Krymsky warned that the dehumanisation of language is a harbinger of the dehumanisation of society: the meanings that make us human are being erased from language, and thus risk being erased in reality. Education is based on cultural memory, on unwritten knowledge about its mission – to nurture humanity. Therefore, the struggle to return "*living*" vocabulary to education is a struggle to preserve cultural continuity. This is particularly noticeable in the Ukrainian context: after decades of totalitarian newspeak and attempts to turn language into a tool of ideology, there was a need to rehabilitate the language of dignity. It is no coincidence that the Revolution of Dignity began with words about honour, freedom, and rights – words filled with the memory of centuries-old aspirations for dignity. The educational sphere also needs its own "*revolution of dignity*" at the level of language – the return of words filled with the aura of culture, words that appeal to the individual rather than to function.

## DECONSTRUCTION OF SOME TECHNOCRATIC TERMS

Let us consider more specifically several established terms of educational policy to see how they erase the face of the individual. This brief deconstruction will help to understand the hidden action of linguistic practices:

1. KPI (Key Performance Indicator). In a business context, KPI measures success by quantitative indicators. In education, however, the use of KPI reduces the multidimensional development of a student to a few numbers – average score, percentage of learning, etc. Behind the facade of "objectivity" of KPI lies a value judgement: only what can be counted is important. Everything else – empathy, creativity, moral growth – is left out of sight. KPI involuntarily instils in all participants a *rating mentality*, where a person is a score or a percentage.

2. "Contingent". This term is used by education administrators to refer to a group of students or pupils. The word comes from military and bureaucratic statistics, where a *contingent* is a mass of people suitable for certain actions. Using it in relation to students turns learners into objects of accounting. A "contingent" has no faces or stories – only a total number. This erases individuality: a group of young people with their dreams and talents is transformed into "educational raw material" in the eyes of the system. The term creates distance and coldness where there should be community.

3. "Educational service". This phrase is the brainchild of a market metaphor: knowledge is presented as a commodity, the student as a consumer, and the university as a supplier. On the one hand, the service metaphor emphasises a focus on the needs of the student, which seems positive. However, it profoundly changes the attitude: education is no longer a sacred space for the search

for truth, but a segment of the service sector. The teacher-student relationship is commercialised, and instead of a *vocation*, there is a *contract*. In such a discourse, it is easy to justify both the slogan "the customer is always right" in relation to the student and the requirement for the teacher to "maintain the level of service". Ultimately, "educational service" narrows the goals of education to short-term customer satisfaction rather than long-term personality development.

4. "Efficiency". In the technocratic jargon of education, efficiency is often understood as maximum results with minimum expenditure of time and resources. But education is not a factory where the main thing is machine productivity. An excessive emphasis on efficiency leads to haste, simplification of programmes, and "cramming" for tests. Such efficiency is deceptive: a student can quickly earn credits, but will they develop into a thinking personality? Paradoxically, some of the most effective educational processes appear to be "inefficient": conversations during consultations, mistakes and their joint discussion, additional time for reflection – from a bureaucrat's point of view, these are "wastes of time", but from a teacher's point of view, they are invaluable moments in a student's development. The term "efficiency" erases these nuances, dictating: *do it faster, simplify, standardise*. As a result, timing wins, but depth loses.

5. "Quality of education". In bureaucratic discourse, quality is measured through standardised indicators (accreditation scores, ranking, number of publications, etc.). However, the true quality of education is an existential concept that is difficult to reduce to metrics. It is motivation, inspiration, the atmosphere in the classroom, and critical thinking – a whole that cannot be broken down into parts. When talking about "improving quality" in narrow terms, it is easy to forget about the holistic value of education. Renowned educator G. Biesta distinguishes between the "output" of education and its true impact on life: sometimes a school with lower test scores contributes more to a child's future than an elite school with perfect scores. Therefore, the misuse of the word "quality" without its humanitarian content risks becoming a *linguistic screen* that hides the absence of real meaning.

6. "Subvention". The technocratic apparatus often talks about a "*subvention per student*" – a certain amount of money that "belongs" to each pupil or student from the state. On the one hand, this is a necessary financial mechanism. On the other hand, in the combination "student – subsidy", the student again appears not as a person, but as an accounting unit. Financial metaphors begin to dominate the rhetoric: "*the hryvnia follows the student*", "*educational investments*", etc. Of course, education requires funding, but when economic metaphors replace pedagogical ones, there is a danger that we will think in terms of return on investment rather than development. At the level of language, *subsidies* turn students into objects of funding rather than subjects of learning. An alternative would be to talk about "supporting the development of each student" – the meaning is the same, but the emphasis is on the person, not the money.

This analysis shows that the established terms of educational bureaucracy work like semantic viruses: once they enter the language, they imperceptibly transform our vision. People become functions, relationships become transactions, knowledge becomes a commodity. But if the diagnosis has been made, then we can look for a cure – a different language.

## GLOSSARY OF DIGNITY: EXAMPLES OF LINGUISTIC ALTERNATIVES

The question arises: is another language of education possible – a language that supports rather than erases personality? The culture of dignity offers us to consciously introduce a new vocabulary: words that reflect humanistic values, putting people at the centre rather than procedures or indicators.

Below is the first version of such a glossary of alternative expressions. Each pair compares a technocratic term and its possible replacement in the spirit of dignity:

1. Instead of "human capital" – "personal dignity in growth". The first term sees a person as a resource for the economy; the second – as a bearer of dignity who develops and realises their potential.

2. Instead of "human resources" (referring to young professionals) – "community of talents". Instead of viewing people as interchangeable parts of a "human resources mechanism", they are seen as a creative community where everyone has talent and a voice.

3. Instead of "student contingent" – "academic community" or "community of learners". Emphasis on the fact that students are not a mass, but a community of individuals united by learning.

4. Instead of "educational service" – "educational partnership" or "vocation to learn". Such formulas reflect the duality and high mission of education, where both the teacher and the student are partners in the pursuit of truth, rather than seller and customer.

5. Instead of "learning efficiency" – "learning significance" or "learning depth". It is proposed to measure not speed and volume, but meaningful weight: what learning means for a student's life, how deeply they understand and can apply knowledge.

6. Instead of "quality of education" – "integrity of education" or "harmonious development". This shifts the emphasis from formal indicators to harmony between knowledge, skills and values, to the holistic development of the individual.

7. Instead of "subsidy (per student)" – "investment in the future of the individual". Here, the word *investment* is used metaphorically, with a positive connotation: the community or the state does not simply spend money, but invests in the development of the individual. However, it is possible to do without economic metaphors: "supporting everyone's educational path". This emphasises that society supports the individual, rather than maintaining a "unit".

Of course, the proposed expressions may seem less clear or longer than the usual technocratic clichés. However, they contain the main thing – the return of ethics and meaning to language. These alternatives serve as *semantic beacons*: they remind us that behind every process in education there is a living person.

Such a glossary of dignity should not be perceived as sentimentality or utopia. It is rather a form of resistance to the *"newspeak" that impoverishes our thinking*. Instead of the language of domination, there is a language of invitation to cooperation. Instead of depersonalisation, there is personalisation. Instead of an emphasis on control, there is an emphasis on trust and mutual growth.

*Conclusion: putting people back at the centre of discourse.*

The irony of the technocratic era is that, in its quest to improve education, it is gradually betraying its highest value: the formation of the Human Being. Language is not neutral in this process. As we have shown, from P.-M. Foucault and P. Ricœur to M. Buber, W. Welsh, W. Benjamin, H. U. Gumbrecht and S. Krymsky, various thinkers agree that language reflects our power, ethics, culture and even our memory of ourselves. Therefore, the struggle for the humanisation of educational discourse is a struggle for the soul of education.

A culture of dignity begins with words. If we want a pedagogy of coexistence, a pedagogy of trust and freedom, we must first learn to speak the language of freedom and trust. This requires courage – after all, it is easier to hide behind familiar bureaucratic formulations than to call things by their proper names. But it is precisely this linguistic courage that paves the way for real change. To paraphrase H.-G. Gadamer, understanding in education is not the transfer of information, but *coexistence in the linguistic horizon*. Therefore, by changing the linguistic horizon – cleansing it of the toxic fumes of technocracy and filling it with the oxygen of humanity – we will prepare the ground for a new educational reality.

An educational discourse that does not betray but protects the individual is possible. It will be ironically free from bureaucracy, yet deeply academic in content; conceptually strong, yet understandable to the heart. It is a language in which words regain their aura – because behind them lies respect for the individual. In this language, *the "contingent"* once again becomes a community of students, *"service"* becomes a calling, and *"capital"* becomes dignity. And then, perhaps, education will fulfil its mission: not only to impart knowledge, but also to preserve and multiply humanity in a world that desperately needs it.

### RETURNING PEOPLE TO WORDS: THE LANGUAGE OF TRUST, RECIPROCITY, AND RECOGNITION

*"Words are not just a means of communication. They are the presence of culture preserved in speech, which recognises the human being." (S. Krymsky).*

*How we lost our voice.*

In modern education, words too often become a function. They perform, transmit, instruct – but rarely address. The shell of speech, once intended for encounter, is now increasingly used as a tool for conveying instructions, motivations, policies, and programmatic positions. In fact, 21<sup>st</sup> century education has learned to speak beautifully about values without addressing any individual. Somehow, words have become public but not intimate, and we know how to speak to the "seeker" – but not to *you*.

The real irony is that every time reforms try to "improve communication in the educational environment", we get another instruction – not an appeal. The education system speaks, but no longer hears itself. It speaks a lot, competently, KPI-approved – but lifelessly. And here we cannot help but recall M. Buber, who warned: language without relevance is pseudo-language, it is "I–It" rather than "I–You" [17].



*P. Ricœur: Speech as an ethical act.*

For P. Ricœur, speech is not a channel of information, but an act of ethical responsibility. Speech always includes the Other: the one we address, the one we recognise, the one we respond to. And everyone who speaks bears moral responsibility for the reality they create. By calling someone a "contingent", we do not simply reduce them – we exclude them from the circle of moral vision [17].

A university that talks about "educational services" is not addressing individuals, but an administrative phantom with which it is comfortable to communicate only in the language of acts. And when such language becomes dominant, the very idea of personal address is devalued.

P. Ricœur would not be enthusiastic about modern educational brochures. But he would ask not "Where is the truth?" but "Who is speaking here? And to whom are they addressing themselves?"

*M. Buber: The Word That Sees.*

M. Buber built his philosophy around one simple but radical statement: only where there is "I-You" is human reality possible. In the "I-You" space, the word acquires the ability to touch. It is not a function, but a gesture, an intonation, a tremor of presence. A word spoken as "You" will never betray – because it does not describe, but encounters. This is the essence of pedagogical dignity: to see and be seen through language.

M. Buber would not be surprised that in the era of Zoom education we speak into emptiness. But he would remind us: sometimes silence in the classroom speaks louder than a sixteen-slide presentation.

*S. Krymsky: The memory of culture in one sentence.*

For S. Krymsky, words are not just a means of communication. They are a form of cultural memory in which the spirit of generations lives on. When we say "*student*", we mean not only a status, but also the image of someone called to learn, as a meaningful event of being. And if we replace this word with "*contingent*", we are not just changing the vocabulary. We are depriving the educational space of memory, continuity, and depth. S. Krymsky emphasised: "Where the dignity of speech is lost, alienation begins as a style of culture".

When we say "*academic community*" instead of "*contingent*", it is already an act of resistance. A small linguistic liberation. A drop of return.

*E. Illouz: Trust as affective sincerity.*

E. Illouz, analysing contemporary culture, speaks of a crisis of sincerity. We are afraid to be authentic because the society of emotional capitalism demands controlled emotionality. In education, this manifests itself as professional detachment, pseudo-impartiality, and emotionally faceless "correctness". But true trust is not about sterility. It is about the risk of being in a word that guarantees nothing but means everything.

When a teacher addresses the audience not as a "group" but as individuals, they may make mistakes – but these will not be insincere. E. Illouz says that *emotional sincerity is not a weakness, but a condition of human truth*.

*P. Palmer: Pedagogy that listens.*

P. Palmer, in his pedagogy of wholeness, puts it simply: *"Teaching is not the transmission of information, but the presence before truths that are greater than ourselves"*.

This means that pedagogical speech should be open, listening, not completely controlled. The language of education should not sound like a Google calendar. It should be a little tremulous. A little alive. A little ours. P. Palmer says that *fear is the main barrier to dignified speech*. Because we are afraid of not knowing, of making mistakes, of saying something that is not protocol. But to acknowledge this fear – and still speak from the heart – is an act of pedagogical courage.

*H.-G. Gadamer and H. U. Humbrecht: Language as co-existence.*

In his hermeneutic project, H.-G. Gadamer argued that understanding is only possible in dialogue, when we are ready to listen as if the Other might be right. H. U. Gumbrecht adds: understanding is not just deciphering meanings, but being present.

Therefore, educational language that strives for dignity is not one that explains, but one that is present. It does not proclaim, but shares breath.

*Glossary of linguistic return.*

We already began this process in the previous section, and here we continue:

1. Bureaucratic expression – Linguistic alternative of the culture of dignity.
2. Contingent – Academic community.
3. Human capital – Personal dignity in development.
4. Effectiveness of learning – Meaningful depth of learning experience.
5. KPI – Dynamics of meaning and growth.
6. Quality of education – Harmonious personal growth.
7. Educational service – Call to joint learning.
8. Professional neutrality – Presence with recognition of others.

*When speech returns, personality returns.*

A language that recognises others does not need protocol. It is not rushed. It breathes.

A word that can say "you" already transforms learning into an encounter rather than a function. This is not pathos, not a metaphor – it is the deepest work of a culture of dignity, which begins with a phrase that sees. S. Krymsky wrote: *"There is no other way to a person except that which is paved with words, with an address that recognises"*. We must not simply bring people back to education. We must bring them back to sentences. To addresses. To language that does not betray. "Let me be inspired", said *education itself*, which finally took off its formal clothes, stood barefoot and asked, "Let me be alive again".

## THE POETICS OF EDUCATION AS THE ETHICS OF LISTENING

*"Culture begins with learning to hear not only ourselves." (S. Krymsky).*

In an age when everyone speaks but no one listens, pedagogical listening becomes a radical act of humanity. It is not a communication skill or a soft skill. It is an ethical act, profound and

defenceless. The ability to listen in education is not a method, but a prerequisite for a dignified encounter in which the Other has the right not only to speak, but to exist in the word without having to fight for it.

Listening is a way of recognising the other as a source of truth, not as a backdrop for one's own expertise. Listening is a renunciation of the monopoly on meaning. And that is why true listening is always a little dangerous: it changes the listener.

*H.-G. Gadamer: Dialogue in which truth lies between.*

H.-G. Gadamer emphasised that understanding is never the act of a single subject. True understanding arises in dialogue, in the "fusion of horizons" – when my experience encounters yours, and we are both no longer the same as we were before [18].

To listen means to admit that the Other may be right. It does not mean to agree. It means *to open the door to a meaning that is not mine*. And when we transfer this to pedagogy, it becomes obvious: a teacher who does not listen does not teach – he reads a monologue against the backdrop of living beings.

Listening is a refusal to finalise meaning. Therefore, in an educational space dominated by control, protocols and standardised answers, listening seems suspicious. Because where there is listening, there is a chance for the unexpected. And that means freedom.

The irony is that many universities already offer courses in "critical thinking", but there are almost no courses in "critical listening". Because listening is not as prestigious as speaking.

*H. U. Gumbrecht: A presence that cannot be measured.*

H. U. Gumbrecht introduces a bold idea into pedagogy: not everything that is important can be represented. There is something that cannot be explained, translated into numbers or texts. This is presence. When we listen, we do not just perceive information. We are there, we share the silence, we create a space in which the Other is not afraid to appear.

H. U. Gumbrecht calls this "presence production" – an act in which we allow things to be around us without demanding meaning or productivity from them [18].

In the classroom, this means that a teacher who listens is not just a "tolerant" educator. They are someone who creates an environment in which students dare to speak truthfully. Not for evaluation. Not for approval. Simply to be heard.

*P. Freire: Listen to those whom no one has heard.*

P. Freire warned: *the silence of the oppressed is not the absence of a voice. It is the absence of a listener*. In the pedagogy of oppression, the teacher is the microphone of the system, not the ear of the person. But when we listen to the student not as imperfect, but as an equal partner in the search for truth, we open up a space for liberation.

Listening is the first step towards dignity. Because liberation does not begin with slogans, but with someone *daring to speak, knowing that they will not be interrupted*. Listening is a way to give space to trauma, experience, memory – without interpretation or correction. Sometimes the best pedagogical action is not to respond, but to leave a silence in which the word is still maturing.

*S. Krymsky: Silence that acknowledges.*

S. Krymsky wrote: *"There is the silence of indifference and the silence of love. The first erases. The second acknowledges"*. In pedagogy, silence is usually interpreted as a failure: the student did not answer, the teacher did not continue, time stopped. But in a culture of dignity, silence is a form of listening, of coexistence without pressure. It is not silence as the absence of sound, but silence as a space where one can be uncertain, weak, incomplete – and not be devalued.

The educational poetics of silence is when we listen not only to words, but also to the silence between them. In a classroom where there is such silence, a student can feel for the first time in their life that they are not being evaluated – they are being waited for.

*Poetics as ethics: speech that does not interrupt.*

Poetics in education is not decoration or style. It is a form of respect. When words do not cut, but *open*. When intonation does not dictate, but *invites*. When a phrase sounds not like a command, but like a gentle unfolding of space for the Other.

Poetics is not about "saying it beautifully". It is about saying it in such a way that the Other can be there. Poetic thinking is when you do not try to say everything at once. It is when you leave room in a phrase for the other to breathe. It is when a sentence does not close off meaning, but *opens the door to it*.

Glossary of listening:

1. Educational stamp – Alternative to the culture of dignity.
2. Conducting a class – Co-presence in the space of meaning.
3. Knowledge control – Supporting development.
4. Lecturer's monologue – Open search dialogue.
5. Activation of attention – Invitation to mutual listening.
6. Student response – Meaningful event of the meeting.
7. Speech methodology – Ethics of listening.

*Afterword: to listen is to believe that the Other exists.*

Listening in education is not a technique. It is an anthropological position. It is a statement: *I believe that you exist, even if you are still silent*. It is a willingness *to wait, not to rush, to let words happen*. The poetics of listening is when you don't just let the Other speak, but allow them to be. At a time when the language of education increasingly sounds like noise, listening becomes an ethic of resistance. And if we return this ethic to the heart of pedagogy, perhaps education will begin to speak with us again. And not just to us.

*"There is silence that erases. But there is silence that embraces." (S. Krymsky).*

## SILENCE IN THE CLASSROOM: PRESENCE WITHOUT DOMINATION

Among all educational tools, the least understood remains... silence. It is either seen as a technical pause – "a moment for recording" – or as a symptom – "students are inactive". But in

a culture of dignity, silence is a place of presence where the teacher does not demonstrate, does not pressure, does not control, but simply is.

Silence does not always mean passivity. Sometimes it means a willingness not to destroy the Other with a ready-made answer.

H. U. Gumbrecht wrote about physical presence as *"the effect of resonating silence"* [19]. Educational silence is not a breakdown in communication, but an internal pause for the birth of meaning.

Not everything has to be said. Some things have to be endured. In such silence, the teacher ceases to be a source of knowledge and becomes a condition for the unfolding of the student's thinking. It is a silence that does not correct. It believes in the process of maturation. It is silence as a form of respect that sounds louder than any explanation.

S. Krymsky spoke of "ethical silence" as a space where words have not yet become dominant, but are already an invitation. Sometimes being silent nearby is saying, *"I am here. And I will not demand that you respond immediately"*.

*Silence without coercion.*

There is silence that oppresses – the silence of fear. And there is sacred pedagogical silence. This is where students do not "give the right answer" but listen to themselves for the first time. This is when the classroom becomes a place of internal dialogue – uninterrupted by the clicking of slides.

Paradox: the best questions come not when you ask them, but when you don't interfere with them coming.

*A brief summary – not with your voice.*

Being present does not always mean speaking. Sometimes it means being there without taking up space for the Other. Silence is not empty. Silence is full of trust.

### 3.3 DIGNITY AS A METHODOLOGY

#### DIGNITY: NOT A SLOGAN, BUT THE EPISTEMOLOGY OF COEXISTENCE

*"Dignity is not something that is declared. It is how you treat the Other when no one is keeping score".*

Dignity is a word with a public biography: it is displayed in manifestos, incorporated into codes of corporate ethics, and used to embellish reform strategies. But the louder it is proclaimed, the more often it loses its ability to look you in the eye. In pedagogy, dignity risks becoming a "label of humanism" which, in essence, often changes nothing in the structure of relationships.

We propose something else: to see dignity not as a slogan, but as a method of cognition, not as a declaration, but as an epistemology of coexistence. Because it is through dignity that we not only learn something about the Other – we never remain the same. We become someone new in the presence of the Other. This moment of transformation – subtle, not always noticeable, but deeply

human – is the beginning of dignity as a cognitive experience. It is in this change, in openness to influence, that a new epistemology is born: not instrumental, but relational. Not object-oriented, but encounter-oriented. Traditional educational epistemology is tied to rationality, objectivity, and controlled knowledge. It presupposes a subject that observes, interprets, and evaluates. But in interaction with a living person, knowledge rarely arises as control. It appears where there is trust, openness, and a shared moment.

Dignity is when I do not view you as an object of my certainty, but recognise your ability to be a source of meaning.

The formula of the epistemology of dignity does not sound like "I know more", but rather "we create knowledge together, even if it puts us in an awkward position". And therein lies the radical difference between dignified pedagogy and its authoritarian shadow. But the shadow fears openness. Dignified pedagogy, on the contrary, trusts vulnerability as a space for thinking. That is why, when we rethink intelligence in the paradigm of a culture of dignity, we move away from the image of the "winner of the discussion". Intelligence is no longer a means of domination, but a form of hospitality, a way of inviting the Other into one's space of mental effort without requiring them to prove their worth. It is in this context that P. Palmer speaks of "the integrity of teaching" as a willingness not only to know, but also to be vulnerable in knowledge, as the courage of a teacher to be unprotected by a scheme, but present in thought. *"A true teacher is one who risks being in knowledge rather than above knowledge"* [20].

Decent pedagogy does not ask "Are you worthy of being heard?", it asks "How can I listen so that your opinion is heard?". This is not the intellect of a winner, but the intellect of a guest. One that opens up space – rather than appropriating it for oneself.

### COGNITION AS CO-EXISTENCE.

Knowledge in a culture of dignity is always an encounter, not a monologue. P. Ricoeur argued that any knowledge about the Other is already an act of ethical influence [21]. In the educational space, this means that the teacher does not simply formulate the truth, but influences who their student can be within the limits of this truth.

The epistemology of coexistence is when I think not about you, but with you. When I do not form an idea about you, I form an idea together with you. Here, knowledge is not transmitted – it matures in reciprocity. Not as an instruction, but as a mutual willingness not to have the last word.

*Anti-slogan.*

Dignity that really works never needs loud words. Its presence is felt not in manifestos, but in intonation, in the pause before answering, in the willingness to listen, even when it is uncomfortable. This is not a decoration of reform – it is an ethical mode of everyday life. Education in dignity is not about standards. It is about ensuring that no one is reduced to a standard. Dignity is not a bonus to a successful education policy. It is the point from which policy begins or falls apart.

*An ironic postscript.*

The irony is that today the word "dignity" often appears in missions, on websites, and in university branding. But branding does not save from humiliation. And if objectification, contempt or hierarchical deafness reign in the internal communication space, no text can cover up the silence in which a person is invisible. Because dignity does not begin with a formulation. It begins with a gaze that does not evaluate but recognises.

## AFFECTIVE PEDAGOGY: PRESENCE, BODY, AND RESPONSIBILITY

*"We teach not only the brain. We teach presence. And presence is always a body that feels something, even when it is silent".*

Why are affects important in education?

Education has long tried to eradicate affect. It was built as if a person were only a mind, disconnected from the body. The less emotion, the more efficiency. The less body, the more objectivity. But the body does not disappear. It sits silently in classes, breathes in lecture halls, goes numb during exams, and gets tired when it is not heard. Affects are not the "emotional side of teaching". They are a fundamental condition of human interaction that either ignites thinking or blocks it.

M. Nussbaum convincingly argues in her book *"Political Emotions"* that *emotions are not subjective noise, but the ethical compass of democratic culture* [22]. In pedagogy, it is the same: emotions do not interfere, they indicate whether there is a connection. If a student does not trust, they do not think, they defend themselves.

*The body in the classroom: presence without permission.*

M. Merleau-Ponty argued: *"I am my body. I perceive, therefore I am physically present"* [23]. The body is not just a "brain carrier". It is a subject of perception that constantly feels: safety, threat, pressure, silence, support or control. Pedagogy that ignores the body is pedagogy that misses the person. A student's body does not read the content of slides, but rather the tone of the teacher's voice, their fatigue, sincerity, presence or absence. The body is the first audience to react even before the brain has formulated "understood".

*Affective resonance: why it affects us.*

H. Rosa speaks of "resonance" as an existential criterion of authenticity: if an event does not affect you, you are not in a relationship with it. In pedagogy, this means that learning without affect is not a relationship, but a transfer of data. Affects are the echoes of truth in the body. When something bothers, moves, or irritates you, it is a signal: meaning has entered the zone of your living presence. And pedagogy that does not create resonance creates indifference. Indifference is the real loss of pedagogical connection.

*Responsibility is not control, but openness.*

P. Ricoeur interpreted responsibility as a response to the invitation of the Other [21]. In pedagogy, this means not "managing a group" but being in sensitive coexistence with it.

The teacher should not control emotions. They should be open to their presence, recognising that in every pair there are not only notes, but also experiences of loss, anxiety, shame, inspiration – and that this is precisely what constitutes the content of the learning process.

Control is fear of life. Responsibility is trust in life, even in its unpredictability.

*Modesty of presence.*

S. Kryskey wrote: "A teacher is not a demonstrator of knowledge. It is a person who has the courage to be present where others seek protection in patterns". [24] Presence does not mean being perfect. It means being human, embodied, tangible. Saying "I don't know" is not a weakness, but an example. Hearing a student's emotion is not emotional vulnerability, but ethical action.

In a culture of dignity, emotions are not forbidden territory. They are a source of depth. The body is not a shadow of thought. It is a form of thought. And responsibility is not accountability. It is the ability to be together without hiding.

## EDUCATION FOR VULNERABLE PEOPLE: TRAUMA-INFORMED HUMANISM

*"We do not teach abstract minds. We teach people who have experienced loss. And continue to learn – even through pain".*

*Trauma-informed as the ethics of acknowledging pain.*

Ukrainian education in the 21<sup>st</sup> century is forced to work with trauma that is not an individual pathology, but a mass experience. War, forced displacement, loss of home or loved ones, social turbulence, the legacy of post-totalitarian schooling – all of this affects the internal architecture of a student, even when they remain silent [25, 26]. Traditional academic culture was not prepared for such a scale of vulnerability. It thought in terms of "success" and "motivation", but did not ask: what to do when a person is barely holding on? The trauma-informed approach is not therapy, but the pedagogy of ethical listening. It recognises that learning is impossible when the brain is still in "survival" mode [25, 27].

Trauma-informed humanism is education that does not ask "why are you so weak", but asks "what happened to you – and how can I be there for you?".

*The teacher as a bearer of safe presence.*

In conditions of mass trauma, the teacher ceases to be merely a bearer of knowledge – they become a figure of safety regulation. Their voice, gaze, and reaction can either calm or activate triggers. The trauma-informed approach invites the teacher to a different presence: not as a judge or lecturer, but as a source of support that does not humiliate [28].

Neuropsychology confirms that when the brain is under chronic stress, its learning centres are blocked. Hyperactivation of the amygdala, suppression of the hippocampus, and disruption of cortisol regulation all make memorisation and thinking nearly impossible [29, 30]. Only the sense of security that comes from the presence of a stable, friendly figure allows the nervous system to "return" to learning.



A trauma-informed teacher does not "admit" a student to knowledge. They create a space in which the student can be present – with all their experiences, including pain.

The educational environment: a space for re-traumatisation or healing? University is not just a programme. It is an environment that either heals or deepens wounds. Anything can be a trigger: the tone of the teacher, the atmosphere of the exam, the lack of choice, an unexpected task, silent humiliation in the group.

Trauma-informed pedagogy asks not only "what we teach", but also how we remain silent, how we look, how we listen. Research confirms that spaces where students feel emotionally and physically safe have higher academic results, fewer dropouts, and greater engagement [31]. Simply implementing flexible deadlines, breaks for regulation, rooms for silence or psychological support will not "spoil students" but will make them capable of learning.

*The body remembers, and silence acknowledges.*

B. van der Kolk wrote: "The body keeps the score" [32]. Even when the mind wants to forget the trauma, the body reacts to signals as if they were a threat. And then the student is seemingly in the classroom, but in reality – in another reality: muffled, heightened, dominated by fear, shame, confusion. Dignity pedagogy must recognise these signals – alienation, avoidance, withdrawal – and not perceive them as "problematic behaviour". Trauma-informed means seeing the person, not just their reaction.

Sometimes the most important gesture is silence. Silence that does not rush, does not force a response, does not pressure with a "plan". It is silence that is close by. S. Krymsky called this "silent solidarity" – a presence that acknowledges suffering without objectifying it [26, 33].

*Academic coldness as a form of defence.*

Paradox: it is precisely those who should be most sensitive to vulnerability – the academic community – who have often cultivated a culture of "neutral detachment". Professionalism has been equated with coldness. Objectivity – with disembodiment. But in reality, it is a defence against affect. Against the fear of not being able to cope if you allow yourself to feel [31], [34].

Trauma-informed pedagogy does not reject reason. It simply does not reject the person who cries under its weight.

*Pedagogy of empathy and trust: an investment in recovery.*

Empathy is not weakness. It is a condition for resilience. Trust is not naivety, but an invitation to responsibility without humiliation. Trauma-informed humanism is not about comfort. It is about recognition that gives strength. A student who feels *seen* is more likely to learn, take risks, try, make mistakes, and not disappear from the classroom – because it no longer seems hostile [31, 35].

Education without dignity repeats trauma. Education with dignity opens up the future.

## PSYCHOANALYSIS OF PEDAGOGICAL FEAR: WHAT IS REPRESSED AND WHY IT IS SILENCED.

*"Pedagogy that fears its own humanity represses not only emotions – it represses itself".*

*Fear as the shadow of the profession.*

In the collective imagination, a teacher is someone who *knows, keeps the class under control, manages the process, and does not allow weakness to control them*. This image is functional but incomplete. Because in its shadow lives fear: of not being authoritative enough, of making a mistake in public, of losing control, of not meeting expectations. Freud would call this repression: when we avoid conscious contact with what threatens our ego, we hide it under a layer of protective behaviours [36].

In the context of education, these protective forms often take the form of:

- methodological rigidity;
- emotional neutrality;
- evaluative authoritarianism;
- silence that masks fatigue and anxiety.

*The teacher and the shadow: a Jungian perspective.*

C. Jung spoke of the "shadow" as that part of the psyche that we do not recognise in ourselves, but which still acts. The shadow of a teacher is not a "dark side", but a vulnerable, human part that is afraid of being ridiculed or rejected. Authoritarianism in the classroom is often not a sign of strength, but a fear of revealing weakness. When a teacher forbids students from speaking "off topic", it may be hiding their own anxiety about losing control of the discourse. When the phrase "we're not here to talk about emotions" is uttered, it often sounds like an unconscious cry: "don't make me feel what I can't bear myself".

*Pedagogical silence: not quiet, but a symptom.*

Sometimes silence reigns in the classroom. But this silence can be different. There is the silence of listening – a space where meaning matures. And there is the silence of avoidance – when both sides are afraid to say something that will reveal their true presence.

A teacher's silence is sometimes not restraint, but a protective isolation of affect, a classic psychoanalytic mechanism that allows one to "survive" but blocks contact [37].

*Containers that cannot withstand.*

D. Winnicott described the "holding" figure – father, therapist, teacher – as a container for the emotions of another. But not every teacher is capable of performing this function. If the student's emotions are too strong, too real, too familiar, the teacher begins to close off – either disciplinarily, methodically, or sarcastically. We hide behind "structure" because we do not have the mental endurance to withstand affect. This is an important point: this is not an accusation, but sympathy for the inner fatigue of the teacher, who constantly holds, restrains, shapes – but who is not held, recognised, or listened to.

*R. Kegan: fear of transformation.*

R. Kegan wrote that real changes in consciousness are a loss of stable identity, which is always painful. When we demand that teachers "be open", "be empathetic", "be vulnerable", we are demanding a psychological transformation that not everyone is ready for [38]. Sometimes teachers do not resist new practices. They resist the loss of the old "self" that somehow gave them support.

*Language as a mask.*

The stereotypical "professional language" of education – restrained, emotionless, abstract – is sometimes just rationalisation. It allows them not to say: "I am scared when students ignore me"; "I don't know how to react to tears in the classroom"; "it hurts me when I see indifference".

A teacher who does not talk about fear is not always brave. He may be more afraid for his students.

*What to do about it?*

Do not "re-educate" the teacher. Do not "instruct" them. Instead, create a space where the teacher can be a presence rather than a function. Where they are held as they hold others. Where fear is not condemned but spoken about, and thus loses its power. Because the scariest thing is not having the right to be afraid. And it is precisely the culture of dignity in education that is a culture where teachers have the right to be vulnerable. And at the same time, no less dignified.

### 3.4 RESISTANCE AS A FORM OF HOPE

*"That which resists is not yet broken. That which thinks is still breathing".*

#### PEDAGOGICAL INERTIA AND AUTOMATISM: ESCAPE FROM FREEDOM

We are accustomed to believing that education is synonymous with development, progress, and change. This is part of the great educational myth – that each generation learns better than the previous one; that school or university is a natural incubator of the new; that the very act of teaching is an act of renewal.

But what if education is not only a vector forward, but also a mechanism for consolidating the familiar?

What if, at certain historical moments, it does not serve as a breakthrough, but rather as a stabilising force in conditions of existential chaos? What if it does not lead us forward, but protects us from collapse – not people, but structures, formats, methodologies, hierarchies? In this light, education appears not as a space for change, but as a ritual of preserving form, even if its inner content has faded, dissolved, and been reduced to a template.

University programmes that have not been revised for years, exams that test memory but not understanding, lectures that no one listens to because their function is not to inspire but to confirm status – all this becomes an example of education as a system that, by imitating progress, serves the fear of change. There is something disturbingly reassuring about pedagogical automatism. It is like an internal pilot: it turns on when the teacher is tired, discouraged, or does not feel the point of interaction. Mechanical speech, repetition of past lectures, distance in the classroom – this is not always a lack of professionalism. Often, it is a form of unconscious defence. Automatism

provides the comfort of predictability: it allows one not to take risks, not to engage in live contact, not to encounter the Other in all their complexity and unpredictability. It numbs teaching when live presence seems too dangerous. It muffles feelings of guilt when there is no strength to be empathetic. It maintains the illusion of control when surrounded by information overload, moral anxiety, and methodological exhaustion.

Pedagogical automatism is not indifference. It is an internal mobilisation against overload, the system's response to its own fatigue. But the longer we hide in this predictability, the more difficult it is for us to meet ourselves – as someone who does not read knowledge, but creates encounters. Because teaching without risk is just broadcasting, and education without presence is just a replication of the meaningful past.

What is inertia in teaching?

Inertia is not just "routine". It is a gesture of survival in a system that constantly changes the rules but does not always support the person who has to implement these changes.

In teaching, inertia does not necessarily manifest itself as an outright unwillingness to work. On the contrary, it is often disguised as professional consistency, "methodical discipline", and "compliance with standards". But at its core is the fear of losing one's bearings, as well as a lack of time, energy, and space to comprehend change.

This is not about laziness. It is about a teacher who tries to keep moving without asking whether they still have an internal compass. When the content of a course is not reviewed, it is not always because the teacher is indifferent or incompetent. Often, it is fear: what if my favourite texts are outdated? Will I lose what I still feel confident about? Will I look uncertain in front of a new generation of students?

Changing content is not just about updating the programme. It is about updating oneself. And this, as R. Kegan showed, requires a change in the structure of thinking, not just a change in methodology [39]. When the form of a lecture does not change, it is not always because of a reluctance to experiment. Often, it is a fear of dialogue. After all, as soon as we move from the role of "knowledge transmitter" to that of co-thinker, we find ourselves in a space where students can ask questions about things we do not know. Or talk about something that is not in the plan but exists in reality.

Dialogue is not a method. It is a loss of guarantees. And not every educational space – and not every teacher's inner state – allows us to withstand this loss. When a meeting turns into a ritual where terms such as "resource optimisation", "project load" and "performance indicators" are used, we are not dealing with a real discussion. We are dealing with a collective silent agreement not to talk about the main issue.

And the main thing is: teacher fatigue, which cannot be formalised in a report, a sense of absurdity when bureaucracy eats away at meaning, a loss of meaning that no certification can compensate for.

And so, we continue to play the game of the "functional system" because as soon as someone starts telling the truth, the structure will crack. And we are afraid: if the structure collapses,

will we survive? Therefore, pedagogical inertia is not a personality defect, but a way to withstand turbulence.

It is an unconscious defence against excessive emotional stress, against shame for "non-progressiveness", against powerlessness in the face of reforms that change forms but do not always care about people. It is a strategy for survival in a system where flexibility is required but not accompanied by care. Where there are many changes but little room for reflection and dignified adaptation.

And until the teacher feels that his fear of being imperfect will not be punished, they will cling to form – because only form still holds them.

*E. Fromm: Escape from Freedom as a Pedagogical Strategy.*

When E. Fromm published his work "*Escape from Freedom*" in 1941, he was trying to understand why modern people, having gained individual autonomy, so often flee from it. Freedom is frightening because it forces us to make choices. And choice always means responsibility. And responsibility not only for one's actions, but for the very construction of one's own self. "*Freedom brings not only liberation, but also a burden: to be the author of oneself*", wrote E. Fromm [40].

This idea resonates surprisingly well with the current situation of university lecturers. Educational freedom is not a privilege, but a constant existential responsibility: for the content of the course, for the language you use to refer to the Other, for the tone in which you give feedback, for the way you are – in front of, in the presence of, under the gaze of the audience. Nowadays, when the student audience has become *the public*, and every teacher *is potentially being recorded*, teaching is no longer just the transfer of knowledge, but an ethical event that requires conscious presence. And this presence is difficult. It requires being alive, open, vulnerable.

It is not surprising that many teachers – even the most intellectual ones – flee from this freedom back to form. Form – methodology, slides, standards – provides an alibi. It can be used to defend oneself: "That's how it's done", "That's in the programme", "That's how it should be". But behind this standardisation often lies an inner reluctance to be exposed to the complexity of the other.

*Escape from freedom is escape from encounter.*

Fromm identified three main strategies of escape: authoritarianism (delegating one's will to another), destructiveness (destroying the threatening object), conformism (adapting to the masses).

These three models can also be seen in educational practice:

1. Authoritarianism – a teacher who hides behind strictness: they do not listen because they themselves are afraid of being heard.
2. Destructiveness – a teacher who ridicules "new trends" because they see in each of them a threat to lose themselves.
3. Conformism – a teacher who automatically implements new methods without worrying about their content – so as not to be excluded from "normative pedagogy".

This is not a caricature. It is the existential anatomy of survival in a profession that demands freedom but does not always provide the conditions for it.

### THE TEACHER WHO FEARS CHANGE: THE ANTHROPOLOGY OF INTERNAL RESISTANCE.

*"The greatest resistance is not against novelty. It is against the disintegration of oneself that this novelty forces".*

In pedagogy, there is often talk of "resistance to change". This expression is heard in methodological offices, at conferences, in project reports. And for the most part, it carries condemnation: the teacher, they say, is not keeping up, does not want to, is not able to adapt. But what if we are mistaken not in our diagnosis, but in our tone? What if resistance is not a dead end of consciousness, but an attempt to protect the identity that has given meaning, dignity, and security for many years? What if it is not "outdatedness", but an ontological attempt not to dissolve into uncertainty?

*Change as an event not of method, but of the "I".*

When we say to a teacher, "Be open to change", we often fail to see what lies behind it: not just a change in the format of the lecture; not just a transition to digital platforms; not just a rejection of monologue.

We are essentially asking a person to rewrite themselves. To give up the role they have built over decades, through which they have defined themselves. And this means losing the "I" that, although limited, is familiar and gives a sense of control.

R. Kegan says that a person does not change on command, but only when their internal structure can no longer withstand the old limitations [41]. Change is a crisis. And not every educational context is capable of accompanying this crisis with dignity.

The psychology of resistance: not "I don't want to", but "I can't take it".

Teachers who are afraid of change often experience shame because they no longer feel like experts in the world of new practices; confusion because they do not understand what is expected of them; and self-blame because they want to respond but cannot psychologically keep up with the pace. Deep down, this resistance is not about refusal. It is an internal layer of anxiety, shame, pain, and loss of meaning.

And the more a teacher hides behind authority, discipline, and the phrase "I know how it should be done", the deeper their fear of being exposed in their own confusion sometimes is.

*The shadow of transformation: when an invitation to change is aggression.*

The educational system often denies teachers the right to process. They are either "implemented" or ignored. And then even the most worthy initiative becomes a threat to a person's mental landscape. When change is imposed as an order, without reflection, support, or space, it is experienced not as an opportunity, but as an intrusion.

In response, the survival instinct kicks in: denial, minimal participation, demonstrative indifference, formal implementation of changes without meaningful involvement.

How can we support teachers at the point of resistance?

Not with orders. Not with training. But with presence and understanding that within resistance lies pain. And acknowledging this pain is not capitulation to inertia, but a gesture of trust in the human depth of the teacher. A culture of dignity is not something that is imposed. It is something

that first recognises fatigue, confusion and vulnerability – and only then invites movement. Change does not happen when it is commanded. It happens when people are not afraid to be part of it.

*Freedom as silence that is difficult to bear.*

Freedom is not always action. Sometimes it is a space where nothing is imposed, and therefore everything becomes possible. But that is precisely why it causes anxiety. Because in this freedom, you cannot hide behind a function. You are no longer a "lecturer", a "standard enforcer", or a "competency assessor". You are you. And your words are a gesture, not an instruction. Your presence is an invitation, not control. And that is what is more frightening than any reform: being present as a person, not as a role.

But until we recognise that pedagogical escape from freedom is a defence strategy, not a flaw, we will reform forms without touching the essence.

Because only by acknowledging fear can we meet hope. And only through dignity can we restore freedom not as a burden, but as a right to be alive.

## THE PEDAGOGY OF THE FUTURE: TRUST THAT THINKS

*"The future is not where there is more data. It is where there is still feedback between the soul and the mind".*

The future of education is not in VR headsets. Nor is it in KPIs, which multiply faster than values. Nor is it in the "digitisation of processes", which still fears the gaze of the student.

The future lies in a presence that can withstand ignorance. In a teacher who can step out of the role of information transmitter and become a thinking companion who honestly says, *"I don't know. But I am ready to search with you"*. This is not a gesture of surrender. It is the highest act of intellectual dignity.

The future of education lies in students who do not hear *"You must know this by 6 p.m. In this form. And without unnecessary thoughts"*. Instead, they hear, *"Your opinion has the right to mature. Even if it is not yet confident. Even if it is wrong"*.

In the pedagogy of dignity, you can think not only after giving the correct answer. Thinking is already an action, even in confusion. Such education does not correct a person. It does not format them to expectations. It accompanies them.

Not into ready-made "career tracks". But onto a path where questions matter more than correct formulations. Where a lack of clarity is not a reason for humiliation, but a signal for dialogue.

*Trust as a thinking event.*

In the pedagogy of the future, trust is not an atmosphere. It is a method of cognition. Because only when you are not devalued can your opinion become your own, rather than reactive. Trust is not about "believing in the student". It is about *being with them at a time when they do not yet believe in themselves*. In such relationships, thinking is not imposed "from above". It is born in between. Between doubt and acceptance. Between a teacher who allows themselves to

listen and a student who allows themselves to think aloud for the first time – without fear of being wrong.

*Education that has not yet lost its face.*

In our age of existential deficit, education risks becoming a mechanism for controlling behaviour, and the teacher a moderator of algorithmic maturation. But we still have a chance.

A chance to create a pedagogy where standards do not shape people, but people rethink standards. Where competence is not the ticket to dignity, and dignity is the beginning of any competence.

The future is not a year on the calendar. It is the moment when it becomes possible to ask the audience: "Who are we when we are no longer afraid to think together?"

Hope is not an emotion. It is a form of ethical stubbornness.

Hope is not "everything will be fine". Hope is when, even if things are not fine, I will still be there. With the student, with myself, with meaning. When it is not about salvation, but about presence in a world that has not yet given up on reciprocity.

Resistance is when we continue to be human beings, despite algorithms. When education is not about "implementing innovations" but about being there.

## CONCLUSIONS

*Where humanity has not yet been lost.*

*"Education is not about skills. It's about what will remain with us when everything else is gone".*

We began our reflections, looking confusedly at an education system that had lost its identity. We encountered post-truth, which had erased language. We saw teachers who were tired of being alive. We listened to silence, which was not always sympathetic. We called things by their names – not to accuse, but to see.

In this section, we did not write about reform. We wrote about people, personalities in education. Not those who are "graduating", "studying", or "being assessed". But those who feel. Breathe. Search. Fear. Believe. And remain.

Perhaps this is the most risky act in pedagogy: not to introduce innovation, but to remain present – where it hurts, where it is embarrassing, where you do not know. Because this is where dignity is born: *not from victory, but from the fact that you did not run away.*

Thank you to everyone who was here – with all your meanings, touches, and efforts. This is not just text. This is a space where people have not yet been lost. And if they are still here, then it is still possible to start talking again. It is still possible to listen. It is still possible to teach – not instructions, but coexistence.

*Silence.*

*Breathing.*

*And that is already pedagogy.*



## REFERENCES

1. Biesta, G. (2022). *World-centred education: A view for the present*. Routledge. <https://doi.org/10.4324/9781003091440>
2. Han, B.-C. (2022). *The disappearance of rituals: A topology of the present*. Polity Press. <https://politybooks.com/bookdetail/?isbn=9781509549921>
3. Rizvi, F., & Lingard, B. (2010). *Globalising education policy*. Routledge. <https://doi.org/10.4324/9780203844846>
4. McIntyre, L. (2018). *Post-truth*. MIT Press. <https://doi.org/10.7551/mitpress/11498.001.0001>
5. Vervaeke, J., Ferraro, A., & Webber, J. (2020). *Awakening from the meaning crisis* [Lecture series]. University of Toronto. Available at: <https://www.youtube.com/playlist?list=PLND-1JCRq8Vuh3fVYZkziN9XzOicdgs->
6. Nussbaum, M. C. (2010). *Not for profit: Why democracy needs the humanities*. Princeton University Press. <https://doi.org/10.1515/9781400883504>
7. Welsch, W. (1997). *Undoing aesthetics*. SAGE Publications. Available at: <https://us.sagepub.com/en-us/nam/undoing-aesthetics/book205663>
8. Han, B.-C. (2017). *Psychopolitics: Neoliberalism and new technologies of power*. Verso Books. Available at: <https://www.versobooks.com/products/2234-psychopolitics>
9. Levinas, E. (1969). *Totality and infinity: An essay on exteriority*. Duquesne University Press. Available at: <https://www.dupress.duq.edu/products/totality-and-infinity>
10. Ball, S. J. (2012). *Global education inc.: New policy networks and the neo-liberal imaginary*. Routledge. <https://doi.org/10.4324/9780203817635>
11. Illouz, E. (2007). *Cold intimacies: The making of emotional capitalism*. Polity Press. Available at: <https://politybooks.com/bookdetail/?isbn=9780745634245>
12. Krymskyi, S. B. (2003). *Under Sofia's signature: Selected philosophical works*. Lybid. h Available at: [https://library.nlu.edu.ua/POLN\\_TEXT/KRYMSKYJ\\_SOPIA.pdf](https://library.nlu.edu.ua/POLN_TEXT/KRYMSKYJ_SOPIA.pdf)
13. Honneth, A. (1996). *The struggle for recognition: The moral grammar of social conflicts*. MIT Press. Available at: <https://mitpress.mit.edu/9780262581479/the-struggle-for-recognition>
14. Lieberman, M. D. (2013). *Social: Why our brains are wired to connect*. Crown Publishing. Available at: <https://www.penguinrandomhouse.com/books/220880/social-by-matthew-d-lieberman/>
15. Foucault, M. (1977). *Discipline and punish: The birth of the prison*. Vintage Books. Available at: <https://archive.org/details/foucault-michel-discipline-and-punish-the-birth-of-the-prison-1977-1995>
16. Ricoeur, P. (1992). *Oneself as another*. University of Chicago Press, 160.
17. Buber, M. (1970). *I and Thou*. Charles Scribner's Sons, 596.
18. Welsch, W. (1995). *Reason: Contemporary Criticism of Reason and the Concept of Transversal Reason*. Suhrkamp, 328.

19. Benjamin, W.; Arendt, H. (Ed.) (1968). The work of art in the age of mechanical reproduction. *Illuminations*, 296.
20. Gumbrecht, H. U., Ivashchenko, I. (2019). Meaning of presence. *Sententiae*, 38 (1), 137–152. <https://doi.org/10.22240/sent38.01.137>
21. Krymskyi, S. B. (2003). *Zapytannia filosofskykh smysliv*. Parapan, 396.
22. Palmer, P. J. (2007). The courage to teach: Exploring the inner landscape of a teacher's life. Jossey-Bass, 254.
23. Gadamer, H.-G. (2004). Truth and method. Continuum, 524.
24. Gumbrecht, H. U. (2004). Production of presence: What meaning cannot convey. Stanford University Press, 184.
25. Freire, P. (2000). Pedagogy of the oppressed. Continuum, 316.
26. Kymlicka, W. (2002). Contemporary political philosophy: An introduction. Oxford University Press, 256.
27. Nussbaum, M. C. (2013). Political emotions: Why love matters for justice. Harvard University Press, 428.
28. Rosa, H. (2019). Resonance: A sociology of our relationship to the world. Polity Press, 316.
29. Merleau-Ponty, M. (2012). Phenomenology of perception. Routledge, 180.
30. World Health Organisation. (2022). Impact of war in Ukraine on mental health. Available at: <https://www.who.int/news-room/feature-stories/detail/impact-of-war-in-ukraine-on-mental-health>
31. Substance Abuse and Mental Health Services Administration. (2014). Concept of trauma and guidance for a trauma-informed approach. U.S. Department of Health and Human Services. Available at: [https://ncsacw.samhsa.gov/userfiles/files/SAMHSA\\_Trauma.pdf](https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf)
32. Henshaw, L. A. (2022). Building trauma-informed approaches in higher education. *Behavioral Sciences*, 12 (10), 368. <https://doi.org/10.3390/bs12100368>
33. Vogel, S., Schwabe, L. (2016). Learning and memory under stress. *NPJ Science of Learning*, 1, 16011. <https://doi.org/10.1038/npjscilearn.2016.11>
34. van der Kolk, B. A. (2014). The body keeps the score: Brain, mind, and body in the healing of trauma. Viking, 420.
35. Hlibovytskyi, Y. (2023). Ukrainians' trust issue: The impact of war and totalitarian trauma. *Svidomi*. Available at: <https://svidomi.in.ua/en/page/ukrainians-trust-issue-the-impact-of-war-and-totalitarian-trauma>
36. Lim, A. (2024). Introducing the AU English Department. Andrews University Student Movement. Available at: [https://www.andrews.edu/life/student-movement/issues/2024-10-25/ae\\_english.html](https://www.andrews.edu/life/student-movement/issues/2024-10-25/ae_english.html)
37. Foiles, J. (2018). Does every silence need to be filled? *Psychology Today*. Available at: <https://www.psychologytoday.com/us/blog/the-thing-with-feathers/201802/does-every-silence-need-to-be-filled>
38. Ukrainian Education Cluster. (2023). Trauma-informed education in Ukrainian universities: Emerging strategies. Available at: <https://educationcluster.org.ua/trauma-informed-strategies-ua>

39. Freud, S. (1923). The ego and the id. Hogarth Press, 160.
40. Jung, C. G. (1959). Aion: Researches into the phenomenology of the self. Princeton University Press, 256.
41. Kegan, R. (1982). The evolving self: Problem and process in human development. Harvard University Press, 188.
42. Winnicott, D. W. (1960). The maturational processes and the facilitating environment. International Universities Press, 210.
43. Fromm, E. (1941). Escape from freedom. Farrar & Rinehart, 456.
44. Kegan, R. (1994). In over our heads: The mental demands of modern life. Harvard University Press, 328.
45. Hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge. 320.

## CHAPTER 4

**MANAGING STAFF DEVELOPMENT IN HIGHER EDUCATION INSTITUTIONS THROUGH THE LENS OF THE "ECONOMICS OF HAPPINESS"****ABSTRACT**

The chapter examines the problem of managing staff development in higher education institutions within the framework of the "Economics of Happiness" theory. It analyzes approaches to understanding the phenomenon of the "Economics of Happiness" in socio-humanitarian discourse and outlines its connection with human resource management theories. It is emphasized that in higher education, where people represent the key resource, the task is not only to foster professional competence but also to create conditions for sustaining emotional well-being and life satisfaction. The results of empirical studies on the satisfaction levels of higher education staff and the factors influencing them are presented. Staff development is considered both as a challenge and as a resource for enhancing university effectiveness. Innovative management practices are proposed, aimed at cultivating a culture of trust, engagement, and recognition, as well as mechanisms to reduce professional burnout and strengthen organizational resilience. The chapter concludes that integrating the principles of the "Economics of Happiness" into staff development management contributes not only to improving the quality of the educational process but also to ensuring the sustainable development of higher education institutions as a whole.

**KEYWORDS**

Economics of happiness, human resource management, staff development, higher education institution, emotional well-being, professional burnout, organizational resilience.

The economics of happiness is a new direction in economic theory that has emerged in recent decades in connection with criticism of GDP and related indicators. Within this direction, alternative indicators have been and continue to be created that allow determining development and ensuring balanced economic growth in a given country.

Attempts to identify the interdependence of the socio-political development of countries and the happiness of the population were made by Y. Yarmolenko, E. Vorobyov, and T. Demchenko,

who formulated the economics of happiness as a new economic paradigm. The components of the happiness index, their scaling, comparison of different countries in terms of happiness indicators, and the analysis of Ukraine's status according to the happiness index were carried out by O. Chernomukhina, E. Diner, M. Seligman, and A. Ivanova; the analysis of the subjective component of the happiness index, the classification and description of the archetypes of happiness were carried out by N. Sas, L. Samarska, N. Yeromina, N. Kargina, and S. Mitsuga.

The level of happiness and factors influencing its dynamics in higher education institutions in Ukraine were analysed by G. Novosad, V. Slotina-Chorna, M. Shulga, O. Voloshok, L. Nozdrina, N. Plakhotnyuk, K. Levkivska, O. Makarevich, A. Kravchenko and others.

The possibility of managing happiness was explored by J. Olds and P. Milner, R. Puri, U. Lushch, and Y. Smirnov. Agile management and the theory of happiness management were developed by Y. Appelo. Individual components of happiness management in the context of innovative activity were revealed by S. Ilyashenko, Yu. Shipulina, N. Ilyashenko, N. Sas, G. Komarnytska, O. Grynenko, D. Kovtunencko.

Despite the attention paid to the above issues, the problem of managing the development of higher education institution staff in the context of the theory of the "Economics of Happiness" has not been systematically addressed, which has made scientific research in this area particularly relevant.

#### 4.1 THE LEVEL OF HAPPINESS AS AN INDICATOR FOR DETERMINING, ASSESSING AND COMPARING THE SOCIO-ECONOMIC DEVELOPMENT OF COUNTRIES

A number of international events indicate that the level of happiness is increasingly used to determine, assess and compare the socio-economic development of countries, and also serves as a goal for the activities of national governments.

The term "gross national happiness" (GNH) was coined in 1972 by S. Mansholt, one of the founding fathers of the European Union and the fourth president of the European Commission. It is no coincidence that the anthem of the European Union is the instrumental part of the song "Ode to Joy": music by L. van Beethoven (Symphony No. 9, first performed in Vienna in 1824), lyrics by F. Schiller (written in 1785).

The second article of the US Declaration of Independence (adopted by the Continental Congress on 4 July 1776) states that all people are created equal and endowed by their Creator with certain inalienable rights, including life, liberty and the pursuit of happiness. To secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government, laying its foundation on such principles and organising its powers in such form, as to them shall seem most likely to effect their safety and happiness [1]. Thus, the pursuit of happiness was declared to be the right of every

person; the task of the government is not to hinder the pursuit of happiness and, moreover, power must be organised in forms that best ensure the pursuit of happiness. However, the declared provisions regarding happiness did not become a targeted programme or system of action, but turned into the so-called "American dream".

In 2005, the International Institute for Management Development first proposed the Gross National Happiness and Well-being Index (GNW/GNH). The GNW/GNH Index was proposed to help define and evaluate socio-economic development.

On 18 July 2008, the adopted Constitution of Bhutan recognised the Gross National Happiness Index as the goal of the Bhutanese government. This term corresponds to the Buddhist idea that the ultimate goal of life is inner happiness. The components of gross national happiness are: economic self-sufficiency, pristine environment, preservation and promotion of Bhutanese culture, and good governance in the form of democracy. This is the first example of a government setting a goal of increasing the gross national happiness index and defining its components. The achievement of the goal is ensured by a targeted strategy to achieve each of the indicators.

In the context of the issue under consideration, we believe it was important to examine the components of the measurement system (indices and indicators) for quantitative and qualitative assessment of the level of happiness. Despite the lack of clarity and consistency in the systems for measuring happiness available to the author, their analysis revealed that the UN SDG indicator system highlights indicators of institutional aspects of sustainable development (policy programming and planning, scientific research, international legal instruments, information provision, and strengthening the role of key population groups). The latter makes it possible to identify the direction of progressive development – the orientation of countries' policies towards creating economies based on the "prosperity for all" model [2]. The European indicators of sustainable cities (ECI) include "citizen satisfaction with the city", and the use of the human well-being index is gaining momentum. The proposed calculation of sustainable development does not take into account the happiness index, but we consider these examples as elements of movement in the desired direction (assessment of the level of happiness).

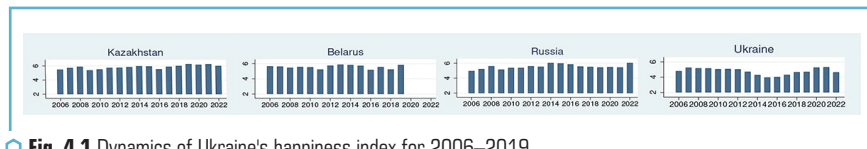
In 2011, the UN General Assembly adopted a resolution entitled "Happiness: a value-based approach to development" [3].

Participants in the round table on "Government & Happiness", organised at the World Economic Forum in Davos (2019), focused on the need for the government to care about the happiness of its citizens [4].

The World Happiness Report is compiled annually as part of a UN initiative [5]. The happiness index is calculated based on objective indicators. The jury members take into account indicators such as GDP per capita, social support, life expectancy, people's sincerity, perception of corruption, etc., without considering the attitudes of specific individuals. The rankings are published annually in February and reflect the situation for the previous year. However, such calculations are proposed from the point of view of objectivists, top managers, management geniuses, a small number of whom know how to measure the happiness of everyone (the whole world, all peoples). This

corresponds to the view that discoveries are made by individuals – geniuses, while the rest are those who follow the geniuses. This view, while having a basis, is not ideal. And geniuses, as history shows, have been both positive and negative.

As a Ukrainian, the author was interested in the dynamics of Ukraine's happiness index for 2006–2019 (**Fig. 4.1**).



**Fig. 4.1** Dynamics of Ukraine's happiness index for 2006–2019

The dynamics of happiness indices are indicative for every Ukrainian. In particular, according to the results of the World Happiness Report, which has been presented annually (since 2012) by the UN Division for Sustainable Development, the bar chart (**Fig. 4.1**) shows a decline in Ukraine's happiness index in 2014–2016.

In 2020, Ukraine ranked 123<sup>rd</sup> out of 153 countries, in 2021 it was 110<sup>th</sup>, in 2022 it was 98<sup>th</sup>, and in 2023 Ukraine ranked 92<sup>nd</sup>. In 2024, Ukraine ranked 105<sup>th</sup> in the World Happiness Report. It then fell 13 places compared to 2023. In 2025, Ukraine fell six places compared to 2024, ranking 111<sup>th</sup>.

V. Slotina-Chorna, I. Danyluk, O. Kupreeva, M. Shulga, and other researchers note a lack of happiness among the Ukrainian population. This is due to military actions in eastern Ukraine (since 2014), the occupation of Crimea, and the full-scale invasion (since 2022), which have affected every family (forced migrants, those who have died, been maimed, gone missing, been taken prisoner, forcibly deported, etc.). In addition, the following reasons for Ukrainians' low sense of happiness are indicated: two revolutions, the occupation of Crimea, financial crises, and a series of reforms, which are the cause of constant turmoil in society and sources of anticipation of bad news and uncertainty [6]. The degradation of the status of social groups, the collapse of the normative and value system, and the loss of social stability are reflected in the public consciousness in generalised negative associations related to the corresponding image of Ukrainian society, in the depressed state of social well-being of the population, high levels of anxiety, and the prevalence of various phobias. The public consciousness in Ukraine is currently dominated by uncertainty, confusion, disappointment, insecurity, nihilism, and indifference. However, processes of moral degradation, growing aggression, cruelty, and violence in society are particularly alarming. Against this backdrop, the level of mutual trust and solidarity in society is weakening [7].

In the author's opinion, these events and their consequences are stress-inducing factors. It is logical to assume that the stressful situation is intensifying for most Ukrainians. Thus, it is possible to hypothetically establish a direct link between the feeling of stress and the level of happiness: the higher the stress, the less happiness people feel.

The author's assumption is confirmed by the "Easterlin Paradox". In particular, Yu. Yarmolenko and E. Vorobyov note that on a global scale, there is evidence of the "Easterlin Paradox", which suggests that after a certain level of economic growth is reached, the relationship between income and happiness disappears. Thus, in the short term, the degree of economic development and the level of happiness correlate, but in the long term (10–34 years), this pattern does not work. Contrary to expectations, income growth over a decade does not make people happy [8]. E. Vorobyov notes the connection between the level of happiness not with absolute income, but with relative income, i.e. in comparison with other people [9]. This emphasises the importance of the subjective feeling of happiness.

The results of a global study of happiness and political preferences showed that ordinary people want their governments to base their policies on the happiness of the population.

Among the key findings of the report, the authors note:

- 57.6% of respondents worldwide consider happiness and health to be the most important factors in their lives, even more important than material factors such as income or career success;
- 85.4% of respondents worldwide expect their governments to play an active role in increasing the happiness of their citizens;
- although the United States and Western European countries are among the happiest in the world, they also have the most pessimistic views on the happiness of future generations;
- about 22% of the population hold deeply populist beliefs.

According to V. Pinchuk, happiness offers a radical political narrative that focuses on the real and concrete issues of people's lives. It is a compelling new narrative and a much-needed way to bring people together in the struggle for a better future [10].

Most scientists agree that the economic component is the basis for ensuring human life. At the same time, economists T. Brittain, A. Clark, and A. Oswald prove in their research that unemployment reduces the level of happiness in the wider world, which explains why a significant percentage of people (80%) believe that the government plays a key role in achieving their happiness [11].

The importance of the subjective factor in assessing and feeling happiness is confirmed by the results of a happiness index study conducted by Gallup International, an association of independent research agencies. In Ukraine, the survey was conducted in early December 2020 by the Kyiv International Institute of Sociology [12]. In this study, the happiness index is calculated as the percentage of those who consider themselves happy minus the percentage of those who consider themselves unhappy, i.e. it is calculated solely on the basis of the subjective feelings of the respondents. The responses of Ukrainians surveyed showed a sharp decline in subjective feelings of happiness: 33% in 2019 and 14% in 2020. It is clear that the 2020 pandemic was another stress factor that had a significant impact. The limitation of the method used is that its results can only be considered relevant to the "here and now" situation. This is because the internal "local sense of happiness" can be influenced by situational, unconscious factors. In addition, being as subjective as possible, this system of measuring happiness records the state but does not set the direction of development.



We propose the following components of the subjective component of happiness, the consideration of which can overcome the limitations of the previous ones – to achieve constructiveness (it will be possible to compare dynamics and outline the direction of movement). In our opinion, the subjective component of the happiness index can be broken down as follows: stress, individuals' life values, life satisfaction [13].

According to G. Selie, stress is a non-specific response of the body to any demands placed on it [14]. During stress, along with elements of adaptation to strong stimuli, there are elements of tension and even damage. It was the universality of the "triad of changes" accompanying stress: a decrease in the thymus, an increase in the adrenal cortex, and the appearance of haemorrhages and even ulcers in the gastrointestinal tract mucosa that allowed G. Selye to hypothesise about a general adaptation syndrome (GAS), which later became known as "stress".

Stress is accompanied by: a reduction in the thymus, an increase in the adrenal cortex, and the appearance of haemorrhages and even ulcers in the gastrointestinal tract mucosa. In other words, an increase in the incidence of disease among the population of any country under the influence of these functional changes in the human body may indicate social, economic and political tension in society, and therefore a decrease in the subjective feeling of happiness. Life and freedom are recognised as the most important and precious values. Therefore, a comparison of indicators of the duration and state of human rights and freedoms will indicate the level of happiness in a given country.

It is quite logical to predict the possibility of controlling the level of happiness. Such possibilities are opening up on the basis of achievements in the field of neurobiology.

A well-known experiment conducted by American behavioural psychologists J. Olds and P. Milner in 1954 was based on the study of the feeling of pleasure and the neural correlates associated with its attainment. As a result of the experiment, an important part of the brain called the "pleasure centre" was discovered [15]. The experiment involved rats sitting in a special box with electrodes implanted in the limbic system. Even when the animal was given the opportunity to independently regulate the sensation of pleasure by pressing a lever, the effect remained. In an effort to experience pleasure again and again, the rat pressed the lever, ignoring the actions necessary for survival (for example, denying itself food) until it died of exhaustion. Although experiments involving the implantation of electrodes in the human brain in the "pleasure centre" area were deemed unethical, the study of "pleasure centres" led to the discovery of a substance secreted in the brain during the process of obtaining pleasure – dopamine (and the possibility of increasing its secretion, for example, through physical exercise).

Research by Japanese scientists opens up the possibility of objectively measuring the feeling of happiness using magnetic resonance imaging [16]. In particular, statistical analysis revealed a correlation between the level of happiness and the amount of grey matter in one area of the right hemisphere – the inner part of the parietal cortex (precuneus). It has been established that the precuneus is connected to other brain structures and is involved in integrating information about current internal sensations, memories of the past, and plans for the future. This new discovery will likely lead to the development of methods for enhancing feelings of happiness in people

through meditation. According to some studies, meditation increases the amount of grey matter in the precuneus.

It is worth noting that the principle of sustainable, balanced development is defined as a key principle of all EU policies [17]. According to this principle, any EU policy should be developed in such a way that it takes into account economic, social and environmental aspects, and the achievement of goals in one policy area should not hinder progress in another. From the point of view of the concept of happiness, achieving sustainable development is nothing more than the work of state bodies focused on end consumers, state policies in their economic, social and environmental aspects.

Recognising happiness as a determinant of sustainable development also has ethical implications, representing a shift in the values of many people. Like any social ideal, the recognition of happiness as a determinant of sustainable development is a guide for the creation of a society whose policies (economic, social, environmental) result in the happiness of the population of each country and the planet through the satisfaction of human needs (economic, social, environmental).

Let us consider what a need is from the point of view of the typology of happiness. In our opinion, the generalised classification of archetypes of happiness is as follows: hedonism, eudaimonia, rat race, nihilism, subjective well-being [18].

Hedonism (from the Greek for pleasure) is the enjoyment of simple pleasures: fallen leaves in the park, moments of closeness with friends, or hugging a dog [19]. The ancient Greek philosopher Epicurus is usually credited with creating the theoretical foundations of the hedonistic approach to life and happiness. It was a form of hedonism based not so much on living in complete indulgence of one's whims, but rather on moderate pleasures, self-control, and respect for others. Human beings have a fundamental need for satisfaction and enjoyment in life; the absence of such enjoyment narrows their spiritual horizons.

Eudaimonia equates happiness with the development of personal abilities: a "happy" life consists in the realisation of people's potential (moral, intellectual, social, etc.) and their development. The belief in happiness-eudaimonia underlies Aristotle's ethical concept, according to which the state of happiness presupposes the individual's desire to respond to their own calling ("Daimon") or "true self" and occurs through the development of all the possibilities inherent not only in the typical characteristics of the personality, but also uniquely present in any human individual [20]. The rat race refers to the pursuit of financial well-being, career building, achieving success, winning in competitive struggle, etc. (similar to the image of a laboratory rat running through a maze and receiving pieces of cheese as a reward). Those for whom this lifestyle is ideal and acceptable feel completely happy.

Nihilism (from the Latin *nihil*, nothing) is the rejection of established social norms, values, authorities, and ideals. P. Kropotkin is credited with defining nihilism as a symbol of the struggle against all forms of tyranny, hypocrisy, and artificiality, as well as for personal freedom. In different years and in different countries, atheists, youth subcultures of punks and hippies, etc. were considered nihilists. J. Baudrillard and others characterised postmodernism as a nihilistic era or way of thinking [21]. The values of postmodernism are considered to be freedom, diversity, tolerance, and a view of society where "everyone is an author and an actor". In our opinion, nihilists can be

defined as individuals who are capable of living in a state of alternativeness, of being in a situation "between" (reassessment of values, reorientation of goals, etc.). In the context of the problem at hand, this applies not only to situations of renewal and self-expression, but also to the renewal of the surrounding society.

The basis for understanding the meaning of subjective well-being is contained in E. Diener's psychological theory of subjective well-being [22, 23] and M. Seligman's concept of authentic happiness [24]. Personal, specific cognitive and emotional-evaluative interpretation of a situation determines the direction of such a person's activity in the form of behavioural strategies. Such a person is said to be "on their own wavelength". Such a person's assessment of external circumstances may not contradict generally accepted norms, but it may not depend on them either. To a certain extent, subjective well-being is the essence of Eastern practices (according to Japanese budo expert M. Saotome "to know yourself means to know the mission that Heaven has assigned to you") [25].

The above typologies of happiness and their carriers do not exclude the need to satisfy Maslow's needs, but they significantly expand the range of attention of state bodies and state policy regarding their variability. The implementation of electrotherapy or meditation classes is not enough from the point of view of the typology of happiness. For example, for hedonists, comfortable and beautiful housing, clothing, food, etc. are important – the start of the development of relevant industries and their stimulation (not only safe, but also beautiful and aesthetic). For eudemonists, it is important to have conditions for the development of various abilities – moral, intellectual, social, etc. The task for state bodies is to create appropriate opportunities, conditions and access to them. Participants in the "rat race" are able to maintain a frantic pace in achieving their goals, but obviously require a high level of service (in catering, healthcare, education, technical services, etc.) (not only safe, but also fast). We assume that developed services will attract the attention of representatives of other behavioural typologies of happiness. Everyone is both a user and a producer, and the state's task is to support and stimulate the constructive and limit the destructive (in terms of compliance with laws, environmental expediency, and sustainable development). We assume that in any country, under any social system, there are representatives of different archetypes of happiness; we assume that the typology of archetypes will develop over time.

Thus, the level of happiness becomes a factor for comparing the dynamics of countries' development and a goal for the activities of national governments. This view can be extrapolated to the activities of management teams of enterprises, organisations and institutions.

## 4.2 ANALYSIS OF THE RESULTS OF EMPIRICAL STUDIES OF THE LEVEL OF HAPPINESS IN HIGHER EDUCATION INSTITUTIONS IN UKRAINE

In connection with the topic of the study, it seems necessary to analyse the issues and results of empirical research. Since the subjects of activity in educational institutions are teachers, students, and administrators, we are interested in their ideas about happiness.

Determining indicators of human happiness is a topical issue among scientists and psychologists. Each person has their own needs, so the interpretation of happiness is different for everyone.

The processes (stress factors) mentioned in the previous paragraph objectively influence the feelings of happiness/unhappiness of members of teaching and student communities and management teams of higher education institutions. In addition to the aforementioned nationwide stress factors, H. Novosad highlights the fear "of everyone towards everyone else – students towards teachers, teachers towards principals, principals towards the ministry", which was characteristic of the Soviet educational paradigm. In her opinion, fear stifles any creative potential and any opportunity for dialogue. And, of course, it does not add to happiness [26]. According to the author, this can be extrapolated to higher education institutions.

O. Voloshok and L. Nozdrina conducted an online survey on the topic "Happiness at University", during which students and teachers from various higher education institutions in Lviv, Kharkiv, Cherkasy, and Kyiv were surveyed. Based on the results of their research, O. Voloshok and L. Nozdrina claim that: students and teachers of all universities are generally happy (median – 7 points out of 10) 79.3% of respondents are satisfied with their life in higher education institutions and only 20.7% of respondents are dissatisfied; 76.4% believe that the factors of happiness are material, spiritual and social goods together, 14.6% – only spiritual goods, 3.4% – material goods, 2.2% – social goods, and 3.4% cannot answer this question. 69.2% responded that they are often happy, 23.7% – sometimes, 3.7% responded that they are not often happy, and 3.4% could not answer [27]. According to the data presented, the happiness of the majority of respondents from various higher education institutions in Ukraine (79.3% of respondents) does not depend on the "turbulent" factors of Ukrainian reality.

Teachers at higher education institutions (among the adult population) and students (among young people) are considered successful people in Ukraine, so it is considered "bad form" to complain. The state tries to ensure that higher education institutions operate free from political battles; teachers, students, and postgraduates of higher education institutions, however difficult it may be, are not drafted into the Ukrainian army – this, explains the discrepancy between the conclusions regarding the happiness of Ukrainian society obtained by V. Slotina-Chorna and M. Shulga and the association of independent research agencies Gallup International with the feeling of happiness in higher education institutions obtained by O. Voloshok and L. Nozdrina. Therefore, in our opinion, the data on the feeling of happiness should be considered in comparison with those who are worse off. When asked "What is needed for complete happiness?", 133 (41.3%) respondents said they lacked money; 123 (38.2%) said they needed self-fulfilment; 105 (32.6%) said they needed free time; 102 (31.7%) said they needed confidence in the future, and only 65 (20.2%) said they had everything they needed for complete happiness.

The data obtained by I. Danylyuk and O. Kupreeva correlate better with the factors of turbulence in Ukraine. Researchers are studying the characteristics of psychological well-being, life satisfaction and subjective happiness among students, and identifying the relationship between psychological well-being and self-actualisation. Analysis of the data shows that most indicators

of psychological well-being among respondents are at an average level, but below the normative indicators. The average value on the life satisfaction scale (E. Diner)  $x = 20.8$  and subjective happiness (S. Lubomyrski)  $x = 18.7$  among the students studied is also lower than the normative values. The results of the correlation analysis indicate that indicators of psychological well-being are closely related to indicators of self-actualisation (time orientation, values of self-actualisation, creativity as a manifestation of creative self-realisation, ability to establish and maintain contacts), and, in particular, with the need for knowledge and personal autonomy [28].

A comparison of national happiness indicators and higher education institutions in Ukraine shows that the happiest Ukrainians work in higher education institutions. In the author's opinion, the situation is not so clear-cut.

N. Plakhotnyuk, K. Levkivska, O. Makarevich, and A. Kravchenko found signs of emotional burnout in a significant proportion of teachers in their study [29]. The study found that the main factors contributing to emotional burnout among teachers are high levels of stress and emotional exhaustion related to their professional activities, and low levels of psychological resilience. The main causes of burnout among teaching staff are difficult working conditions, high workload, and the demands of modern education (growing staff shortages, low pay, a wide range of responsibilities for teachers, the scope of which is increasing every year, etc.).

According to A. Kovtun, in conditions of constant threat during martial law, 54% of scientific and teaching staff experience emotional and professional burnout. Common causes include fear, anxiety, and the impact of traumatic events that leave their mark on the mental health of every person. Among the professional causes of constant psychological stress and feelings of exhaustion is the need to listen, talk, support others, and let negative information flow through oneself [30].

From a marketing perspective, different archetypes of happiness (hedonism, eudaimonia, rat race, nihilism, subjective well-being) and their representatives are none other than different customer groups, the satisfaction of whose needs allows for better solving of the tasks (achievement of happiness) of the user, enterprise, organisation and society as a whole. Further research, in our opinion, lies in the study of the characteristics of needs (primary and secondary, absolute and relative, higher and lower, positive and negative, general and specific, urgent, private, individual and group, etc.) and the development of an assortment matrix of services for each archetype; researching existing experience and developing practical ways of using available resources to ensure that future generations can also be happy; developing a conscious attitude towards the fact that natural resources are shared by all living things on the planet, and that meeting needs (in all their diversity) also requires our "younger brothers"; creation of an appropriate scientific and practical platform for bringing together like-minded people – representatives of various fields of activity.

O. Kyslenko and S. Avramchenko reveal the formula for happiness developed by K. Sheldon, S. Lyubomyrsky and G. Scott. K. Sheldon, S. Lyubomyrsky and G. Scott (representatives of positive psychology) created a formula for happiness that is divided into three categories – components of a common level of happiness:

1. Your genetic set point,  $S = 50\%$ . This is an innate capacity for happiness.
2. Life circumstances,  $C = 10\%$ . This is what you can and cannot change (work, wealth, family life, home, etc.).
3. Conscious activity (voluntary activities),  $V = 40\%$ . This includes everything you do for pleasure [31].

Analysing this formula, the authors came to the following conclusions: happiness depends 50% on personal thoughts, outlook on life, and stress resistance. It is no wonder that D. Carnegie wrote: "If life gives you lemons, make lemonade" [32]. Everything depends on your personal attitude to a particular situation. Some people see nothing but problems, while others call it a challenge and predict what new opportunities it opens up.

The life circumstances that fall into the top 10% are vividly described in V. Frankl's book [33]. He discovered through personal experience that there is freedom of choice between stimulus and response. People decide for themselves how to respond to a given situation. S. Covey points out that people are proactive by nature [34]. When a person believes that their life is dependent on various circumstances, this indicates reactivity as a conscious choice. Proactive people do not depend on the "weather outside the window". When it rains, they take an umbrella and continue to go about their business.

They know that there are things and events that are beyond their control, such as politics, economics, other people's reactions, and unforeseen situations. They skilfully adapt to the situation. There is a well-known saying: "One of the laws of life is that as soon as one door closes, another opens". But many people look at the closed door and ignore the open one. This behaviour is typical of reactive people. They complain about the weather outside, the lack of free time, their character with the words "I can't change it" and are completely dependent on other people. Therefore, you need to clearly understand what a particular person can influence and not waste your time trying to knock on closed doors.

Conscious activity (40%) – those things and actions that give you pleasure and make you happy. A person cannot be happy unless they decide what happiness means to them. While reactive people depend on the weather and have phrases such as "I have to do this", "I'm wasting my time learning new theories", etc. in their arsenal, proactive people know what makes them happy.

To realise what brings happiness to a particular person, the authors advise making a list:

1. I am happy when...
2. I love it when I am surrounded by people like...
3. Things that make me happy are...
4. Eight situations in which I was definitely happy...
5. I feel happy when...

This list should be expanded as much as possible. The more a person knows about what makes them happy, the faster their life will be filled with bright colours. For example: "I am happy when I meet with friends". A person can also feel happiness when they remember pleasant moments of relaxation with friends, etc.

Happiness can be found in the little things that people don't notice. Thus, every person carries a piece of happiness within themselves. What constitutes their essence, their inner world, is directly proportional to the outside world.

In our opinion, the results of these studies demonstrate that specially accumulated efforts on a specific problem could have a positive impact.

For example, Bhutan's targeted strategy to achieve each of the defined indicators of happiness (ensuring equitable and socio-economic development; preserving and developing traditional cultural values; protecting nature; good governance) has led to significant improvements.

### 4.3 MANAGING HAPPINESS LEVELS IN AN ORGANISATION AS A MANAGEMENT ISSUE

Happiness management in an organisation corresponds to the concept of Management 3.0. The founder of Management 3.0 is J. Appelo. In 2010, he published a book on agile management [35], and in 2016, he published *Managing for Happiness* [36]. The main idea of the work is that every member of a modern organisation deserves to work in a happier organisation. Managing for Happiness offers management games, innovative tools and simple practices that can be used to motivate the team, change corporate culture, increase productivity and develop innovation within the organisation.

The Agile approach is based on the idea that every participant in the process, every employee, should be involved in rethinking their tasks and common goals. Everyone can contribute their rational suggestions. If employees in the company understand and share Agile values and principles and work in accordance with them, then the manager will not have to "drag" any changes or "push" employees to start doing something differently. The enterprise will become a single organism, work will bring more satisfaction, and the result will be higher. Thus, people who enjoy their work perform better, and Agile technologies help to establish a process in which people feel happier.

The concept of Management 3.0 is based on continuous process improvement (with the involvement of manufacturers, end consumers, and managers). Innovation and experimentation are important. Management 3.0 offers tools for generating proposals and reaching a consensus – a constantly changing set of group games, tools, and practices. To use them, managers need to switch to a new way of working and change their mindset and behaviour [37].

In particular, the use of Agile practices improves the transparency of project management, leads to better management of changing priorities, increases employee motivation, ensures more coordinated task execution, increases productivity, etc. According to Y. Appelo, it is obvious that the world of economics in its current state is no longer capable of operating effectively using traditional management methods. The need for change is driven by technological changes, their speed, and the transformation of people's mental state. It is the flexibility and adaptability of new forms of management that contribute to the achievement of a high level of project implementation in changing conditions. Moreover, Management 3.0 relies on the initiative of each employee,

leaving no opportunity to "sit back" at the workplace, which creates an innovative climate within the organisation and leads to a synergistic effect of idea generation. The implementation of Management 3.0 methods and principles in the management of modern companies in the context of innovative breakthroughs – the digitalisation of the economy, changes in the ways of social interaction in work collectives – can prepare for the modern challenges of economies 4.0 and 5.0.

That is, the components of happiness management in an organisation (according to Y. Appelo) are: an innovative culture (an innovative climate within the organisation); the use of Agile methodology for product and service development; and, by default, experience and knowledge in the industry (in which the business operates).

In general, the Agile methodology is represented by the following principles: leadership and responsibility, focus on customer needs, simplification of organisational structure and processes, working in short cycles, feedback, flexible planning.

The leadership and responsibility of the manager, his or her desire for innovation, is the foundation of the organisation's corporate culture. An innovative culture is formed and manifested through the principles of team building, the topics of discussion at all meetings, the setting of strategic goals, and the mission and vision of the company. Focusing on customer needs (understanding customer desires, problems, preferences, etc.) allows for the creation of significantly higher quality solutions. Sessions (meetings) of all participants or a key majority of employees can become a form of collective opinion-forming, generating and testing different ideas, a place for "aligning understanding and focus", and a means of involving and motivating all participants. At the end of the meeting, all participants understand what they are doing, why they are doing it, and why it is important for the client. Simplifying organisational structure and processes is one of the cornerstones of Agile. The organisational structure, the processes that people work by, and the rules must be as simple as possible. All agreements and rules for a team of up to 9 people, current tasks for a couple of weeks, goals, and strategic plans can easily fit on 2–3 sheets of A4 paper. Managing dynamic states is ensured by an iterative-incremental approach. Work is carried out in small fixed time segments of one to four weeks. During a specified period of time, not just an intermediate result is created, but a working version of the product that can be used immediately (thus diagnosing the direction of movement).

Feedback is important for any process, as it allows you to take into account experience (achievements, mistakes and losses) and adjust your work. Each area of activity begins with preliminary research (gathering preliminary information, experiments, etc.) and careful processing of feedback from them. Empowering employees increases motivation, develops the ability to make decisions independently and take responsibility for them, forms a readiness to act in an unorganised manner in unfamiliar situations, and reduces decision-making time (unlike organisations built on hierarchical decision-making, which are characterised by paralysis of will). For flexible planning, it is necessary to understand and analyse each business process. Continuous improvement is the path, not the goal, of Agile. In the affairs of a company, organisation, or production, there is always a challenge (problem, height) that must be responded to (prevented, achieved).



Since Management 3.0 does not deny the value of Management 1.0 and 2.0 tools, nor does it refute the theses established in them, the basic functions of Management 1.0 remain relevant: planning, organisation, motivation, control, coordination, accounting and analysis. One of the principles of the Agile methodology is continuous improvement, so, in our opinion, it is worth taking into account the modern changes brought about by Management 4.0 and Management 5.0. These include, in particular, the digitalisation and personalisation of management.

It is believed that the Agile methodology, being flexible and innovative, is better implemented in start-up organisations than in formalised structures (e.g. government agencies whose activities are based on legislation). As a rule, educational institutions have a rigid pyramidal organisational structure. Innovative management of educational institutions is carried out within the framework of general management and is an integral part of it; the head of each educational institution plans innovative changes and implements them.

Management innovations are implemented with the participation of managers and specialists from existing structural units who, depending on their place in the management hierarchy, perform certain functional duties, including the implementation of innovative programmes. The bureaucratic, formalised organisation and traditional management used in higher education institutions work well in certain situations (e.g., in a stable, renewable, predictable environment). At the same time, traditional management approaches hinder the implementation of Agile and the use of flexible methodologies.

Alternative organisational forms of management include cross-functional problem-solving teams and the implementation of special organisational structures and infrastructure.

Cross-functional (problem-solving) teams deal with specific tasks (e.g., developing mechanisms for implementing management innovations) and consist of competent employees within the scope of solving a specific problem. The activities of cross-functional teams are based on the principles of project management.

The creation of specialised organisational structures is based on the fact that they themselves influence the performance of organisations. Specialised departments and divisions are created with the aim of ensuring the modernisation and development of educational institutions in the long term, implementing the priority areas of Ukraine's state policy in the field of education, and meeting the educational needs of citizens. They provide a complete innovation cycle (search for innovations, development, mastering, mass replication) and are aimed at increasing the capacity of teachers for innovative behaviour.

Cross-functional groups and specialised organisational structures are much closer to the state of an emotional collective (start-ups, teams of like-minded people who are really creating something new) working towards a final goal. When solving problems that arise at any stage, these are the problems of all participants, and everyone who is capable of solving them is involved in the process. Agile can be applied (to one degree or another) in such formations.

Since happiness management in an organisation is an innovative idea, it needs to be developed in line with the innovation process.

The author proposes the following stages of searching for and developing innovative changes in the management of an educational institution, which correspond to the classic search for innovations.

Stage 1. Collecting and systematising ideas:

- collecting information about achievements in science, changes in policy, technological changes in the management of the educational process, financial and economic activities, etc., about innovations from individual teachers, methodological associations, initiative groups, end consumers of education: students, parents, employers (interests, wishes, requirements, etc.);
- analysing the results of monitoring the effectiveness of the components of the management system (management decisions, management technologies, organisational forms);
- collection of information about the potential capabilities of the educational institution in terms of developing and mastering new management procedures, technologies, organisational forms, determining the degree and extent of risk;
- gathering information about target groups whose lives, studies and activities will be affected by the innovation, and long-term trends in their development.

Stage II. Selection of identified ideas and development of innovative ideas:

- determining the possibilities for implementing innovative ideas;
- clarifying the degree of technological similarity between new and traditional forms of management;
- consideration of the compliance of the innovation with the development strategy of the educational institution.

Stage III. Analysis of the economic efficiency of the planned innovation:

- initial stage of innovation development (the idea takes the form of a specific project);
- determining the temporal and spatial characteristics of the innovation, assessing its quality;
- determining the costs (investments) for developing and implementing the innovation, as well as its sources of financing;
- availability of necessary resources for innovation implementation: financial, human, material and technical;
- terms of implementation of the innovation;
- analysis and assessment of the profitability of the innovation.

Stage IV. Development of innovation:

- development of a specific innovation programme with the definition of responsibilities for the organisation's departments;
- preliminary testing (testing within the department, verification of the effectiveness of the management mechanism, etc.). The traditional stages of research and development work and bringing them to prototypes when creating management innovations are usually absent.

Based on a generalisation (the main stages of searching for and developing innovative changes; the stages of the process of developing and adopting a management decision on innovation; the institutional cycle of management activity; project technology), we propose the following algorithm for the permanent introduction of innovative changes in the management of an educational institution:

1. Standardisation of the process of modernisation and introduction of new practices in the management of educational institutions.

2. Organisation of monitoring of external and internal driving forces of educational institution management. The task is to ensure that managers understand the need for change in a timely manner.

3. Determination of the most appropriate policy for introducing innovative changes for a specific educational institution.

4. Awareness of the importance, necessity and inevitability of future transformations by one of the members of the administrative team of the educational institution, i.e. the presence of a kind of "ideological inspirer and generator of future ideas".

5. Forming a team (this refers not so much to an administrative or managerial team, which is an indispensable and necessary condition for transformation, but rather a team of ideological supporters – from the teaching staff, students, parents, technical staff, the public, methodologically and technologically prepared to implement innovation).

6. Development of a project idea for the development of the educational institution. This is the choice of the object of innovation, which (choice) must be based on the vital needs of a particular educational institution and be clearly understood by the majority of participants in the educational process.

7. Creation of a project team for the implementation of new management techniques, technologies, etc., endowed with the necessary powers.

8. Determination of specific management actions to implement the developed idea, i.e., drawing up a plan or programme for its implementation. In this case, it is advisable to determine not only the implementation deadlines, but also the period for assimilation of the changes.

9. Motivating members of the teaching staff, students, parents, technical staff, providing the team with a reasoned explanation of the reasons, essence and expected consequences of the changes being introduced, and preparing the relevant categories of educational institution employees for innovative activities.

10. Implementation of managerial and organisational changes within the framework of the project, discussion of possible scenarios and consequences of the implementation of changes.

11. Assessment of the relationship between the identified innovative changes and other changes and tasks of the educational institution for the planned period.

12. Recording the parameters of the impact of the changes introduced on the effectiveness of the following processes taking place in the educational institution: main (educational and training), support (personnel, financial, methodological, material and technical support) and managerial (analysis, planning, organisation, motivation, control, etc.). If the changes have a negative impact, it is necessary to learn to make unpopular decisions, up to and including abandoning the project.

13. Upon completion of the project, it is necessary to analyse its target effectiveness and identify the main reasons for failure.

Each management and organisational change implemented must be accompanied by the following set of documents:

- an analytical note (description of the situation, the need that prompted the changes);
- business plan (description of future changes, justification for their implementation, analysis of alternative solutions);
- order (decision to introduce changes, appointment of a project team);
- change implementation project (planning documents, reports on the implementation of measures);
- expertise of the results of change implementation. The final result and success of introducing innovations in the management of educational institutions depend on the quality of this stage.

In the context of the chosen topic, the managerial aspect of happiness proposed by O. Lyashenko seems interesting, as managers are difficult to survey and rarely answer questions sincerely, taking into account the possible consequences of their own answers or statements.

Since you can only manage what you can measure, O. Lyashenko suggests measuring "hot and cold happiness" yourself using a special "Management Happiness Radar" (a variation on the coaching tool "wheel of life") based on the Harrington scale.

The following components are proposed:

- planning/executing plans;
- organising/coordinating;
- motivating/being motivated;
- controlling/being controlled;
- belonging to an organisation/team/project;
- being a leader/training leaders;
- communicating/networking;
- learning/improving qualifications.

The author assumes that each component can be assessed by the manager independently or with the (cautious) involvement of colleagues on a scale from zero to ten points. After summarising the results, it is possible to determine (of course, not without elements of subjectivity) the overall "Degree of Managerial Happiness":

- 64–80 points – you are exceptionally happy (managerial happiness – "ardent");
- 48–63 points – you are almost happy (managerial happiness – "hot");
- 32–47 points – you feel a slight lack of happiness (managerial happiness – "warm");
- 17–31 points – you feel a significant lack of happiness (managerial happiness – "cool");
- less than 16 points – you are "unhappy" (managerial happiness – "icy").

Noting possible factors influencing managerial happiness, the author highlights Russia's aggression against Ukraine and the world, the riskiness of management, which is growing exponentially, changes in the global security environment, the use of violence (terrorism, criminal activity, the organisation of so-called "civil wars", subversive activities, etc.), non-military means of influence (in the diplomatic, information, economic, financial, trade, social and other spheres) [38]. This significantly changes the focus of the perception of managerial happiness, especially when it comes to the awareness of the value of human life, against the backdrop of which the ambition of certain managerial decisions loses its significance.

For purely professional and managerial reasons for low levels of happiness among managers, the author emphasises the lack of clarity in management theory and practice. In Ukraine today, all known management models are in operation simultaneously: from 1.0 to 4.0. The management hierarchies of version 1.0 are successfully complemented by the superstructure of "soft" technologies of version 2.0, multiplied by the confusion of version 3.0, the insufficient formation of version 4.0, and the declarative nature of version 5.0.

An analysis of theoretical sources and the practical application of happiness as an indicator for determining, assessing and comparing the level, process and technology of management shows that Ukrainian and foreign scientists and management practitioners are paying attention to the issues under study. However, the problems of managing the level of happiness at the level of an individual organisation are not considered. The importance of issues related to managing the level of happiness at the level of an individual organisation is confirmed by the dependence of the feeling of happiness on professional success; the possibility of managing it at the level of the state, an individual institution, organisation, or individual.

#### 4.4 SYSTEMATISATION AND GENERALISATION OF THEORETICAL DATA ON PERSONNEL MANAGEMENT BASED ON THE THEORY OF THE "ECONOMICS OF HAPPINESS"

Since the theory of "personnel management based on the economics of happiness" is only beginning to take shape, let us summarise the information obtained from theoretical sources.

The goal of the management corps of an organisation or institution is to increase the level of happiness of its members. The achievement of this goal is ensured by a targeted strategy (combining economic and subjective components).

The economic component is determined by the specifics of the institution, organisation or production and the specifics of remuneration in a particular sphere of economic activity. The activities of the management team aimed at improving the efficiency of the organisation will indirectly affect the economic component of employee happiness. As a subject of financial activity, an organisation or institution may introduce financial and material incentives based on the results of joint activities, thereby increasing the economic component of employee happiness.

In our opinion, the subjective component of the happiness index can be broken down as follows: stress, individuals' life values, life satisfaction [39].

Thus, the level of the subjective component will be indicated not only by the assessment (happy – unhappy), but also by the level of morbidity as a result of stress (reduction of the thymus, enlargement of the adrenal cortex and the appearance of haemorrhages and even ulcers in the gastrointestinal tract mucosa). An increase in the incidence of disease among employees under the influence of these functional changes in the human body may indicate social, economic, and political tension in an institution or organisation, and, therefore, a decrease in the subjective feeling of happiness. Life and freedom are recognised as the most important and precious values. Therefore,

a comparison of indicators of the duration and state of human rights and freedoms will indicate the level of happiness in a given organisation.

Recognising happiness as a determinant of the success of management bodies is a guide for creating an organisation or institution whose management policy (economic, social, environmental aspects) results in the happiness of employees through the satisfaction of human needs (economic, social, environmental).

From the point of view of the typology of happiness archetypes, we classify needs as follows: hedonism, eudaimonia, rat race, nihilism, subjective well-being [13].

These typologies of happiness and their carriers do not exclude the need to satisfy Maslow's needs, but they significantly expand the range of attention of management teams and organisational policy regarding their variability. The implementation of electrotherapy or meditation classes is not enough from the point of view of the typology of happiness. For example, for hedonists, comfortable and beautiful housing, clothing, food, etc. are important – the start of the development of relevant industries and their stimulation (not only safe, but also beautiful and aesthetic). For eudemonists, it is important to have conditions for the development of various abilities – moral, intellectual, social, etc. The task for management teams is to create appropriate opportunities, conditions and access to them. Participants in the "rat race" are able to keep up with the frantic pace of achieving their goals, but obviously require a high level of service (in catering, healthcare, education, technical services, etc.) (not only safe, but also fast). We assume that developed services will attract the attention of representatives of other behavioural typologies of happiness. Everyone is both a user and a producer, and the task of management teams is to support and stimulate the constructive and limit the destructive (in terms of compliance with laws, environmental expediency, and sustainable development). We assume that in any organisation there are representatives of different archetypes of happiness; we assume that the typology of archetypes will develop over time.

Thus, the level of happiness becomes a factor for comparing the dynamics of the development of organisations and institutions and the goal of management teams.

We consider happiness management in an organisation to be a task for the management team: to increase the level of happiness of the members of the organisation or institution [18].

From a marketing perspective, different archetypes of happiness (hedonism, eudaimonia, rat race, nihilism, subjective well-being) and their representatives are none other than different customer groups, the satisfaction of whose needs allows for better solving of the tasks (achievement of happiness) of the user, enterprise, organisation and society as a whole. Further research, in our opinion, lies in the study of the characteristics of needs (primary and secondary, absolute and relative, higher and lower, positive and negative, general and specific, urgent, private, individual and group, etc.) and the development of an assortment matrix of services for each archetype; researching existing experience and developing practical ways of using available resources to ensure that future generations can also be happy; developing a conscious attitude towards the fact that natural resources are shared by all living things on the planet, and that meeting needs (in all

their diversity) also requires our "younger brothers"; creation of an appropriate scientific and practical platform for bringing together like-minded people – representatives of various fields of activity.

Happiness management – the application of management methods 3.0, 4.0, 5.0. These are contained in the following provisions: all companies are networks (regardless of the hierarchical structure of the company), and management primarily affects people and their relationships; replacing the idea of an organisation as a hierarchy with the concept of multiple network relationships and interactions within any organisation and focusing management on these networks.

When working with personnel in an organisation, it is important to pay attention to the following tasks: engagement, empowerment, compliance with boundaries, continuous improvement, competence, and structure using "digital technologies".

Management 3.0 relies on the initiative of each employee, leaving no opportunity to "sit back" at the workplace, which creates an innovative climate within the organisation, leads to a synergistic effect of generating ideas, and the gradual introduction of Management 3.0, 4.0, and 5.0 into the management practices of modern companies in the context of innovative breakthroughs – the digitalisation of the economy and changes in the ways social interactions take place in production teams and organisations.

#### 4.5 PERSONNEL DEVELOPMENT MANAGEMENT IN THE CONTEXT OF THE THEORY OF THE "ECONOMICS OF HAPPINESS" AS AN INNOVATIVE MANAGEMENT PRACTICE

Since personnel development management in the context of the "Economics of Happiness" theory is an innovative idea, it requires development in accordance with the innovation process.

The author proposes the following stages of research and development of personnel development management in the context of the "Economics of Happiness" theory, which correspond to the classical search for innovations.

Stage 1. Collecting and systematising ideas:

- collecting information on personnel development management in the context of the "Economics of Happiness" theory in science, policy changes, technological changes in theoretical and periodical sources, from individual teachers, methodological associations, initiative groups, and end consumers of education: students, parents, employers (interests, wishes, requirements, etc.);
- analysing the results of monitoring the effectiveness of management system components (management decisions, management technologies, organisational forms) in relation to personnel development management in the context of the "Economics of Happiness" theory;
- collection of information about the potential capabilities of organisations and institutions in terms of developing and implementing personnel development management in the context of the "Economics of Happiness" theory (new management procedures, technologies, organisational forms, determination of the degree and extent of risk);

- collecting information about target groups whose lives, education and activities will be affected by personnel development management in the context of the "Economics of Happiness" theory, and long-term trends in their development.

Stage II. Selection of identified ideas and development of innovative ideas for personnel development management in the context of the "Economics of Happiness" theory:

- determining the possibilities for implementation in terms of personnel development management in the context of the "Economics of Happiness" theory;
- determining the degree of technological commonality for personnel development management in the context of the "Economics of Happiness" theory and traditional forms of management;
- consideration of the compliance of personnel development management in the context of the "Economics of Happiness" theory with the development strategy of the educational institution.

Stage III. Analysis of the economic efficiency of personnel development management in the context of the "Economics of Happiness" theory:

- the initial stage of innovation development (personnel development management in the context of the "Economics of Happiness" theory takes the form of a specific project);
- determining the temporal and spatial characteristics of personnel development management in the context of the "Economics of Happiness" theory, assessing its quality;
- determining the costs (investments) for the development and implementation of personnel development management in the context of the "Economics of Happiness" theory, sources of its financing;
- availability of the necessary resources for implementation in the field of personnel development management in the context of the theory of "Economics of Happiness": financial, human, material and technical;
- implementation deadlines for personnel development management in the context of the "Economics of Happiness" theory;
- analysis and assessment of the profitability of personnel development management in the context of the "Economics of Happiness" theory.

Stage IV. Development of innovation:

- development of a specific innovative programme "Personnel development management in the context of the theory of "Economics of Happiness" with the definition of responsibilities by departments of the organisation;
- preliminary testing (testing in the department, verification of the effectiveness of the personnel development management mechanism in the context of the "Economics of Happiness" theory, etc.).

The traditional stages of research and development work and bringing them to prototypes when creating management innovations are usually absent.

Based on a generalisation (the main stages of searching for and developing innovative changes; the stages of the process of developing and adopting a management decision on innovation; the institutional cycle of management activity; project technology), we propose the following algorithm



for introducing personnel development management in the context of the "Economics of Happiness" theory as an innovative management practice in an educational institution:

1. Organisation of monitoring of external and internal driving forces of educational institution management. The task is to ensure that managers understand the need to introduce personnel development management in the context of the "Economics of Happiness" theory as an innovative management practice.

2. Determination of the most appropriate policy for a particular educational institution for the implementation of personnel development management in the context of the theory of "Economics of Happiness" as an innovative management practice.

3. Awareness of the importance, necessity and inevitability of future transformations by one of the members of the administrative team of the educational institution, i.e. the presence of a kind of "ideological inspirer and generator of future ideas".

4. Formation of a team (this refers not so much to an administrative or managerial team, which is an indispensable and necessary condition for transformation, but rather a team of ideological supporters – from the teaching staff, students, parents, technical staff, the public, methodologically and technologically prepared to implement innovation).

5. Development of a project idea for personnel development management in the context of the "Economics of Happiness" theory as an innovative management practice. This is the choice of the object of innovation, which (choice) must be based on the vital needs of a specific educational institution and be clearly understood by the majority of participants in the educational process.

6. Creation of a project team to introduce personnel development management in the context of the "Economics of Happiness" theory as an innovative management practice by an educational institution with the necessary powers.

7. Determination of specific management actions for the introduction of personnel development management in the context of the "Economics of Happiness" theory as an innovative management practice by an educational institution, i.e., drawing up a plan or programme for its implementation. In this case, it is advisable to determine not only the terms of implementation, but also the period of assimilation of changes.

8. Motivating members of the teaching staff, students, technical staff, providing a reasoned explanation to the staff of the reasons, essence and expected consequences of introducing personnel development management in the context of the theory of "Economics of Happiness" as an innovative management practice by an educational institution and preparing the relevant categories of employees of the educational institution for innovative activities.

9. Implementation of managerial and organisational changes within the framework of the project "Introduction of personnel development management in the context of the theory of "Economics of Happiness", discussion of possible scenarios and their consequences.

10. Assessment of the relationship between the introduction of personnel development management in the context of the "Economics of Happiness" theory and other changes and tasks of the educational institution for the planned period.

11. Recording the parameters of the impact of introducing personnel development management in the context of the "Economics of Happiness" theory as an innovative management practice by the educational institution on the effectiveness of such processes taking place in the educational institution: main (educational and training), support (personnel, financial, methodological, material and technical support) and management (analysis, planning, organisation, motivation, control, etc.).

12. Upon completion of the project, it is necessary to analyse the target effectiveness of personnel development management in the context of the "Economics of Happiness" theory as an innovative management practice and identify the main reasons for failures.

The implementation of personnel development management in the context of the "Economics of Happiness" theory as an innovative management practice should be accompanied by the following package of documents:

- an analytical note (description of the situation, the need that prompted the introduction of changes);
- business plan (description of future changes, justification of their implementation, analysis of alternative solutions);
- order (decision to introduce changes, appointment of a project team);
- change implementation project (planning documents, reports on the implementation of measures);
- expert assessment of the results of change implementation. The final result and success of introducing innovations in the management of educational institutions depend on the quality of this stage.

#### 4.6 PROPOSALS FOR THE IMPLEMENTATION OF PERSONNEL DEVELOPMENT MANAGEMENT IN UKRAINIAN HIGHER EDUCATION INSTITUTIONS IN THE CONTEXT OF THE "ECONOMICS OF HAPPINESS" THEORY

As an example, we used open data (obtained from the website) of the Poltava V. G. Korolenko National Pedagogical University. Considering that these are typical documents, nominally and substantively similar in all state-owned higher education institutions subordinate to the Ministry of Education and Science of Ukraine as the authorised body, the proposals can be implemented in other higher education institutions in Ukraine.

Since, according to paragraph 2.1 of the Statute, Poltava V. G. Korolenko National Pedagogical University is a state-owned higher education institution and is subordinate to the Ministry of Education and Science of Ukraine as the authorised body, the initiative group, in accordance with paragraph 5.3.23 of the Statute, may submit a proposal regarding the implementation of personnel development management at Poltava V. G. Korolenko National Pedagogical University. of the Statute, may submit a proposal regarding the implementation of personnel development management at Poltava V. G. Korolenko National Pedagogical University in the context of the theory

of the "Economics of Happiness" to the authorities responsible for managing higher education, to amend existing or develop new regulatory and legal acts in the field of higher education, as well as to participate in the work on the relevant project.

The developed draft "Management of the development of the staff of the Poltava V. G. Korolenko National Pedagogical University in the context of the theory of "Economics of Happiness" must be considered at the Conference of the University's labour collective and, in accordance with the decision of the Conference, the relevant changes must be made to the Statute.

In particular, in part 3, it should be noted that the activities of the University's management are aimed at increasing the level of happiness of scientific and pedagogical workers, technical staff and students of all levels and educational programmes.

In the initial provisions of the University Development Strategy, indicate that the development of the university is aimed at increasing the level of happiness of scientific, pedagogical and technical staff, students of all levels and educational programmes.

The mission and model of the University should specify the main components of happiness, according to which development will be carried out and progress monitored. The conceptual foundations and directions of the University's development should include ways and means of increasing the level of happiness of scientific and pedagogical staff, technical staff and students of all levels and educational programmes.

In the section on management development, indicate that the management of personnel development at the Poltava V. G. Korolenko National Pedagogical University will be developed in the context of the theory of the "Economics of Happiness" and management type 3.0.

In the section "Educational activities", indicate the introduction of academic disciplines and elective courses such as "If you want to be happy, be happy", "Concepts of happiness among different peoples", etc.

In the section "Scientific and Innovative Activities", indicate research and monitoring of the level of happiness at the University based on the identified characteristics and needs regarding happiness of scientific and pedagogical workers, technical staff, and students of all levels and educational programmes as promising areas.

Within the structure of the University, create a group for the development of personnel management issues at the Poltava V. G. Korolenko National Pedagogical University, which will be developed in the context of the theory of "The Economics of Happiness".

In the context of Management 3.0, we believe that idea management is promising. The full cycle of idea management looks like this: the birth of an idea; the formation of an initial pool; the development and enrichment of the idea; management evaluation; the selection of business ideas that have practical value for a specific organisation; refinement; implementation. It is clear that each stage, in turn, can be broken down and implemented in accordance with the characteristics of the higher education institution.

The main thing that a system for obtaining and evaluating ideas will give a higher education institution is the proposals themselves. The ideas of employees on improving the work of the higher

education institution will allow for the improvement of technological and marketing processes and the introduction of innovations. In addition, working with ideas is important for employee motivation (employees understand that management listens to their opinions; a system of possible bonuses for authors of supported ideas will stimulate employee creativity).

In our opinion, the conditions for the success of an idea management system are as follows:

- mutual recognition of the capabilities and contributions of each employee;
- free expression of opinion by each employee without fear of punishment;
- unhindered exchange of ideas within the organisation (between senior managers, managers, employees, consumers, partners and suppliers);
- use of various communication systems for informal communication (regular meetings, exchanges of messages, opinions, thoughts); idea management is clearly controlled but not programmed; it arises on the basis of common interest or a topic that unites people and determines their desire to actively contribute to its development.

In any idea management system, the means of collecting ideas are important.

The most commonly used are "idea and suggestion boxes"; kaizen suggestions; automated tools. In the pre-digital era, suggestions were collected using an "idea and suggestion box" into which the author placed an idea written on paper.

Such boxes were located in each division (department or workshop) of the enterprise.

The use of a suggestion box as a means of collecting suggestions revealed the following limitations: the very principle of such a system is not transparent: the author cannot track the full cycle of consideration of the idea (ideas can be lost or stolen, it is difficult to analyse their flow, it is difficult to provide feedback to authors); the effectiveness of the procedures for selecting and evaluating employee proposals has been steadily declining due to the increasing complexity of ensuring the objectivity and competence of their implementation; the suggestion box did not allow for public discussion of ideas by the entire company team and their prompt implementation by individual interested employees; The lack of information about the results of the evaluation and implementation of the suggestions made affected the motivation of the authors for further creative activity.

In the Kaizen proposal system, the main emphasis is not on individual creativity, but on collective work within teams of continuous improvement (so-called "quality circles", which bring together employees from different departments into informal groups). The disadvantage of this method of collecting ideas and suggestions is that it is difficult to use for the development of major product innovations. However, this disadvantage is overcome in the process of creating special venture teams and idea incubators, whose professional participants are clearly focused on finding promising, primarily breakthrough ideas in the organisation, their rapid implementation and promotion of the results obtained to the market [40].

The growing complexity of idea management in companies has led to the emergence and widespread use of special software products [41]. All the variety of these software products can be divided into four main groups.

The first group includes centralised automated systems such as: "idea exchange", "single window for innovation", "information incubator for innovative ideas". It allows all employees to register as applicants or independent experts, submit proposals without sending a package of documents on paper, send proposals for review, and monitor the current status of the proposal [42]. The specificity of these programmes is that they are used in remote access mode, in which the user, without physically owning the programme, can only use its functional capabilities, classifies these programmes as so-called "cloud services". The second group combines programmes based on the use of the social rating method, which involves public discussion of submitted proposals, their evaluation and ranking depending on the results of the vote. The capabilities of the programmes in this group make it possible to identify the most important and interesting ideas and, by giving them an appropriate rating, make their implementation a higher priority. The third group of programmes is based on the selection of ideas through auctions on so-called prediction markets, designed to generate forecasts on various topics and obtain information based on them, for example, on changes in consumer values and market expectations. The general ideology behind the development of software that works with prediction markets is to create a resource that accepts bets from participants on the occurrence of a particular event [43]. The fourth group of programmes operate as innovative platforms that provide their users with access to functions for organising brainstorming sessions, holding meetings, closed group meetings, accessing various databases, etc.

In our opinion, M. Sushko's conclusion that when using a business process management system (in which the management of ideas itself becomes one of the company's business processes), a separate product for managing ideas becomes unnecessary is important. Any employee can easily make a suggestion. The initiator simply submits an application, which is automatically sent to the manager or employee responsible for reviewing ideas. At the collection stage, the idea can also be clarified if any nuances are unclear [44].

Information systems for managing ideas – software products that allow employees to submit proposals and management to systematically receive and work with them – are much more convenient to use. However, they are not without their limitations. In particular, not all employees have access to a computer; not all of them have electronic programmes for creating drawings or diagrams with detailed explanations. This requires additional training for staff [40].

Analysis of the experience of using the above-mentioned means of collecting ideas has made it possible to identify a number of factors that hinder the active involvement of employees in the innovation process (regardless of the means of collecting ideas). These include:

- low awareness among employees;
- a complex procedure for submitting and processing applications; long processing times for applications;
- lack of access to professional advice;
- fear of rejection of applications, fear of criticism;
- low involvement of business units in the selection and evaluation of proposals;

- insufficient motivation of employees to implement innovations;
- insufficient level of innovation culture in the enterprise, organisation, or institution;
- lack of an effective mechanism for monitoring the implementation of proposals;
- difficulties in assessing the economic effect of innovations.

In order to improve the skills of scientific, pedagogical and student communities in managing their own feelings and regulating their emotional state in crisis and stressful situations, we believe it would be useful to introduce the following elective courses: "Regulating the level of personal happiness" and "Emotional happiness and ways to manage it", as well as similar training programmes.

## CONCLUSIONS

An analysis of theoretical sources and the practical application of the level of happiness as an indicator for determining, assessing and comparing the socio-economic development of countries shows that Ukrainian and foreign scientists and management practitioners are paying attention to the issues under study.

Despite the attention paid to the issue, the problems of determining the factors of happiness remain unresolved. Most scientists agree that the economic component is the basis for ensuring human life. At the same time, subjectivity plays a decisive role in assessing and feeling happiness.

We propose the following components of the subjective component of happiness, the consideration of which can overcome the limitations of the previous ones and achieve constructiveness (it will be possible to compare dynamics and outline the direction of movement). In our opinion, the subjective component of the happiness index can be broken down as follows: stress, individuals' life values, and life satisfaction. We have characterised the main individual archetypes of happiness: hedonism, eudaimonia, rat race, nihilism, subjective well-being. These typologies of happiness and their carriers do not exclude the need to satisfy Maslow's needs, but they significantly expand the range of attention of state bodies and state policy regarding their variability.

In our opinion, these views can be extrapolated to the activities of management teams of enterprises, organisations, institutions (in our case, higher education institutions).

The importance of managing happiness at the level of an individual organisation is confirmed by the dependence of the feeling of happiness on professional success; the ability to influence the feeling of happiness at the level of the state, an individual institution, organisation, or individual.

An analysis of empirical studies in the field of the research topic revealed a sufficient number of them. The studies reproduce the level of happiness at the level of the whole country (V. Slotina-Chorna, I. Danyluk, O. Kupreeva, M. Shulga, A. Ivanova); in higher education institutions (O. Voloshok, L. Nozdrina, I. Danyluk, O. Kupreeva); management aspect (O. Lyashenko).

A comparison of the results of these studies revealed that the level of happiness in higher education institutions (78%) significantly exceeds the average level of happiness in Ukraine. In addition to possible errors in conducting and summarising the research, in our opinion, it is evident

that the state is trying to ensure that higher education institutions operate free from political battles; teachers, students and postgraduates of higher education institutions are not called up to serve in the Ukrainian army; in addition, teachers at higher education institutions can be considered successful people: they have a job, opportunities for professional growth, and a family. Students' sense of happiness is lower than that of teachers. In our opinion, this is explained by instability (living in a dormitory, uncertainty about living conditions, uncertainty about plans for the future, etc.). However, according to A. Ivanova, provided that there is the possibility of professional fulfilment and stable family relationships, external factors (turbulent circumstances in our case) do not significantly affect the feeling of happiness. The difference in the sense of happiness in different regions is obvious for Ukraine. From 2020 to 2024, the indicators of psychological well-being, life satisfaction and subjective happiness of students will deteriorate, while the level of stress and emotional burnout of teachers will increase.

In our opinion, the hypothetical assumption that the incidence of stress-related illnesses (thy-mus reduction, adrenal cortex enlargement, and the appearance of haemorrhages and even ulcers in the gastrointestinal tract mucosa) may be an objective indicator of a lower level of happiness than the questionnaire responses suggest.

An analysis of happiness management practices and theoretical sources revealed the following. Happiness management in an organisation corresponds to the concept of Management 3.0. The founder of Management 3.0 is J. Appelo. In 2010, he published a book on agile management, and in 2016, he published "Managing for Happiness". The main ideas of his works are that every member of a modern organisation deserves to work in a happier organisation; every employee should be involved in the process of rethinking their tasks and common cause, work will bring more satisfaction and the result will be higher. Thus, people who enjoy their work perform better, and Agile technologies help to establish a process in which people feel happier.

From a marketing perspective, different archetypes of happiness (hedonism, eudaimonia, rat race, nihilism, subjective well-being) and their representatives are none other than different customer groups, the satisfaction of whose needs allows for better solving of the tasks (achievement of happiness) of the user, enterprise, organisation and society as a whole. Further research, in our opinion, lies in the study of the characteristics of needs (primary and secondary, absolute and relative, higher and lower, positive and negative, general and specific, urgent, private, individual and group, etc.) and the development of an assortment matrix of services for each archetype; researching existing experience and developing practical ways of using available resources to ensure that future generations can also be happy; developing a conscious attitude towards the fact that natural resources are shared by all living things on the planet, and that meeting needs (in all their diversity) also requires our "younger brothers"; creating an appropriate scientific and practical platform for bringing together like-minded people representing different fields of activity.

As an innovative idea, happiness management in an organisation requires its development in accordance with the innovation process (collection and systematisation of ideas, selection of identified ideas and their development, analysis of the economic efficiency of the planned innovation,

development of the innovation), as well as compliance with the sequence and procedures for introducing innovation into the practice of the organisation (in our case, a higher education institution).

The goal of the management corps of an organisation or institution is to increase the level of happiness of its members. The achievement of this goal is ensured by a targeted strategy for its achievement (in the unity of economic and subjective components).

The economic component is determined by the specifics of the institution, organisation or production and the specifics of remuneration in a particular sphere of economic activity. The activities of the management team aimed at improving the efficiency of the organisation will indirectly affect the economic component of employee happiness.

The level of the subjective component will be evidenced not only by the assessment (happy – unhappy), but also by the level of morbidity as a result of stress (reduction of the thymus, enlargement of the adrenal cortex and the appearance of haemorrhages and even ulcers in the gastrointestinal tract mucosa). An increase in the incidence of illness among employees under the influence of these functional changes in the human body may indicate social, economic, and political tension in the institution or organisation, and thus a decrease in the subjective feeling of happiness.

Recognising happiness as a determinant of the success of management teams is a guide for creating an organisation or institution whose management team's policies (economic, social, environmental) result in employee happiness through the satisfaction of human needs (economic, social, environmental). We consider happiness management in an organisation to be a task for the management team: to increase the level of happiness of the members of the organisation or institution.

Thus, the level of happiness becomes a factor for comparing the dynamics of the development of organisations and institutions and the goal of management teams.

From a marketing perspective, different archetypes of happiness (hedonism, eudaimonia, rat race, nihilism, subjective well-being) and their representatives are none other than different customer groups, the satisfaction of whose needs allows for better solving of the tasks (achievement of happiness) of the user, enterprise, organisation and society as a whole.

Happiness management – the application of Management 3.0 methods. Management 3.0 relies on the initiative of each employee, which creates an innovative climate within the organisation, leads to a synergistic effect of generating ideas, and the gradual introduction of Management 3.0 methods and principles into the practice of managing modern companies in the context of innovative breakthroughs – digitalisation of the economy, changes in the ways of social interaction and management in work collectives.

The development of the idea of personnel development management based on the "Economics of Happiness" is proposed (by the author) in accordance with the innovation process (collection and systematisation of ideas, selection of identified ideas and their development, analysis of the economic efficiency of the planned innovation, development of the innovation), as well as compliance with the sequence and procedures for introducing innovation (management of personnel development based on the "Economics of Happiness") into the practice of the organisation (in our case, the V. G. Korolenko Poltava National Pedagogical University).



## REFERENCES

1. Declaration of Independence (1776). The U.S. National Archives and Records Administration. Available at: <https://www.archives.gov/founding-docs/declaration>
2. Zghurovskyi, M. (2006). Ukraina u hlobalnykh vymirakh staloho rozvytku. Dzerkalo tyzhnia. Ukraina, 19 May 2006. Available at: [https://zn.ua/ukr/science/ukrayina\\_u\\_globalnih\\_vimirah\\_stalogo\\_rozvytku.html](https://zn.ua/ukr/science/ukrayina_u_globalnih_vimirah_stalogo_rozvytku.html)
3. Purii, R., Lushch, U. (2019). Planuvannia shchaslyvoho zhyttia. Litopys, 168.
4. Allen, M. (2025). Axios AM Deep Dive. Axios Media Inc. Available at: <https://www.axios.com/newsletters/axios-deep-dives>
5. Helliwell, J. F., Huang, H., Sun Wang, Sh., Norton, M. (2020). Statistical Appendix for Chapter 2 of World Happiness Report 2020, 78. Available at: [https://files.worldhappiness.report/WHR20\\_Statistical\\_Appendix\\_01.pdf](https://files.worldhappiness.report/WHR20_Statistical_Appendix_01.pdf)
6. Slotina-Chorna, V. (2020). Happiness deficit in a turbulent society. Happiness and Contemporary Society: Conference Proceedings Volume (Lviv, March, 20–21, 2020), 242–243. <https://doi.org/10.31108/7.2020.64>
7. Shulha, M. (2018). Zbii sotsialnoi matrytsi. Institute of Sociology of National Academy of Sciences of Ukraine, 282.
8. Yarmolenko, Yu. (2020). Happiness and sociopolitical development. Happiness And Contemporary Society: Conference Proceedings Volume (Lviv, March, 20–21, 2020), 301–304. <https://doi.org/10.31108/7.2020.79>
9. Vorobiov, E., Demchenko, T. (2013). The economics of happiness as the new economic paradigm. Visnyk kharkivskoho natsionalnoho universytetu imeni V. N. Karazina, 1086, 74–77. Available at: <https://international-relations-tourism.karazin.ua/themes/irtb-resources/74e10c02eaa1e2228e314d59e3a466a5.pdf>
10. Neshchasni liudy bilshe skhylni do populizmu – doslidzhennia. (2019). LB.UA. Available at: [https://lb.ua/news/2019/09/13/437197\\_neschastnie\\_lyudi\\_bolshe\\_podverzeni.html](https://lb.ua/news/2019/09/13/437197_neschastnie_lyudi_bolshe_podverzeni.html)
11. Resolution 65/309. Happiness: towards a holistic approach to development (2011). General Assembly of United Nations. Available at: <https://docs.un.org/en/A/RES/65/309>
12. Olha Cheromukhina, O. Indeks shchastia: v sviti ta v Ukraini. Available at: <https://www.kiis.com.ua/?lang=ukr&cat=reports&id=993&page=1>
13. Sas, N., Samarska, L. (2020). Analysis of the subjective component of the happiness index. Happiness And Contemporary Society: Conference Proceedings Volume (Lviv, March, 20–21, 2020), 225–228. <https://doi.org/10.31108/7.2020.60>
14. Selye, H. (1956). The Stress of Life. McGraw-Hill Book Company, 356.
15. Olds, J., Milner P. (1954). Positive reinforcement produced by electrical stimulation of septal area and other regions of rat brain. Journal of Comparative and Physiological Psychology, 47 (6), 419–427. <https://doi.org/10.1037/h0058775>

16. Sato, W., Kochiyama, T., Uono, S., Sawada, R., Kubota, Y., Yoshimura, S., Toichi, M. (2016). Structural Neural Substrates of Reading the Mind in the Eyes. *Frontiers in Human Neuroscience*, 10, 151. <https://doi.org/10.3389/fnhum.2016.00151>
17. Druzenko, H. (Ed.) (2010). *Konstytutsiini akty Yevropeiskoho Soiuzu*. KIS, 536.
18. Sas, N., Samarskaya, L. (2020). Kharakterystyka sodержanyia arkhetyпов schastia. *Sotsyalno-psykholohycheskye problemyi sovremennoho obshchestva y cheloveka: puty resheniya*, 25–29.
19. Kozlowski, D. (2017). What is hedonism and how does it affect your health? *The Conversation*. Available at: <https://theconversation.com/what-is-hedonism-and-how-does-it-affect-your-health-78040>
20. Karhina, N. (2019). Hedonistic and eudemonistic understanding of psychological well-being: benefits and weaknesses. *Theory and practice of modern psychology*, 4 (1), 27–31. <https://doi.org/10.32840/2663-6026.2019.4-1.5>
21. Baudrillard, J. (1976). *L'échange symbolique et la mort*. Gallimard, 347.
22. Diener, E., Emmons, R. A., Larsen, R. J., Griffin, S. (1985). The Satisfaction With Life Scale. *Journal of Personality Assessment*, 49 (1), 71–75. [https://doi.org/10.1207/s15327752jpa4901\\_13](https://doi.org/10.1207/s15327752jpa4901_13)
23. Diener, E., Diener, C. (1996). Most people are happy. *Psychological Science*, 7 (3), 181–185. <https://doi.org/10.1111/j.1467-9280.1996.tb00354.x>
24. Seligman, M. E.P. (2002). *Authentic happiness: using the new positive psychology to realize your potential for lasting fulfillment*. The Free Press, 363.
25. Saotome, M. (1993). *Aikido and the harmony of nature*. Shambhala, 251.
26. *My ne mozheмо hovoryty pro shchaslyvykh hromadian, ne prybravshy zi shkoly strakh* (2019). Ministry of Education and Science of Ukraine. Available at: <https://mon.gov.ua/news/mi-ne-mozhe-mo-govoriti-pro-shchaslivikh-gromadyan-ne-pribravshi-zi-shkoli-strakh-ganna-novosad>
27. Voloshok, O., Nozdrina, L. (2020). Results of the Research "Happiness at the University". *Happiness And Contemporary Society: Conference Proceedings Volume* (Lviv, March, 20–21, 2020), 283–87. <https://doi.org/10.31108/7.2020.75>
28. Danyliuk, I., Kuprieieva, O. (2020). Psychological Well-Being in the Space of Students' Self-Realization. *Happiness And Contemporary Society: Conference Proceedings Volume* (Lviv, March, 20–21, 2020), 63–66. <https://doi.org/10.31108/7.2020.14>
29. Plakhotniuk, N., Levkivska, K., Makarevych, O., Kravchenko, A., (2024). Emotional burnout of modern university professors: issues and ways to overcome. *Academic Visions*, 31, 1–10. <https://doi.org/10.5281/zenodo.11124566>
30. Kovtun, A. (2024). Emotsiine vyhorannia naukovo-pedahohichnykh pratsivnykh vyshchykh navchalnykh zakladiv pid chas viiskoho stanu. *Profesiine ta emotsiine vyhorannia uchasnykh osvithnoho protsesu pid chas kryzovykh i transformatsiynykh protsesiv*, 66-69.
31. Kyslenko, O., Avramchenko, S. (2020). Happiness Formula. *Happiness And Contemporary Society: Conference Proceedings Volume* (Lviv, March, 20–21, 2020), 144–146. <https://doi.org/10.31108/7.2020.36>

32. Carnegie, D. (2022). How to Stop Worrying and Start Living. DigiCat, 363.
33. Frankl, V. E. (2008). Man's Search for Meaning. Penguin Random House UK, 160.
34. Covey, S. R. (1990). The 7 Habits of Highly Effective People. Free Press, 358.
35. Appelo, J. (2010). Management 3.0: Leading Agile Developers, Developing Agile Leaders. Addison-Wesley Professional, 454.
36. Appelo, J. (2016). Managing for Happiness: Games, Tools, and Practices to Motivate Any Team. Wiley, 304.
37. Adner, R. (2017). Ecosystem as Structure: An Actionable Construct for Strategy. *Journal of Management*, 43 (1), 39–58. <https://doi.org/10.1177/0149206316678451>
38. Management 3.0. Available at: <https://management30.com/>
39. Horbulin, V. (Ed.) (2017). Svitova hibrydna viina: ukrainskyi front. Folio, 496.
40. Imai, M. (1986). Kaizen: The Key To Japan's Competitive Success. McGraw-Hill Education, 260.
41. Illiashenko, S., Shipulina, Yu., Illiashenko N., Komarnicka, G. (2017). Knowledge management in the system of organization's innovative development. *Marketing and Management of Innovations*, 1, 231–241. <https://doi.org/10.21272/mmi.2017.1-21>
42. Hrynenko, O. (2015). Osoblyvosti orhanizuvannia innovatsiinoi diialnosti v orhanizatsii. *Elektronnyi naukovyi visnyk "Kerivnyk.INFO"*. Available at: <https://kerivnyk.info/2015/01/grynenko.html>
43. Smyrnov, Yu. (2018). Nevydyma ruka rynku peredbachen! Idei z maibutnoho, 5.
44. Kovtunenکو, D., Kiminchydzhy, A. (2020). Features of managing innovative ideas in the enterprise. *Economics: time realities*, 6 (52), 35–46. <https://doi.org/10.15276/ETR.06.2020.4>

## CHAPTER 5

PRIORITIES FOR DEVELOPING THE SCIENTIFIC AND  
PEDAGOGICAL POTENTIAL OF ACADEMIC STAFF IN UKRAINIAN  
UNIVERSITIES UNDER INSTITUTIONAL AUTONOMY

## ABSTRACT

This study analyzes the priorities for developing the scientific and pedagogical potential of academic staff in Ukrainian universities under institutional autonomy. The research is based on a survey of 243 staff members, with data processed and analyzed using MS Excel. The findings show that, although human resources are the key asset of higher education, staff development is not sufficiently prioritized within university management systems. The most urgent needs identified include enhancing the prestige of the profession, strengthening motivation, reducing teaching workload, improving research infrastructure, introducing effective incentives, and establishing systematic monitoring and evaluation. Staff development is viewed both as a managerial challenge and as a vital resource for improving the effectiveness of universities in the knowledge economy. The chapter stresses that innovative personnel management practices should focus on recognition, engagement, and career growth, thereby fostering organizational resilience and international competitiveness. It concludes that creating effective incentive systems to stimulate participation in research and international projects must become a cornerstone of university policy, ensuring the sustainable development of Ukrainian higher education institutions.

## KEYWORDS

Scientific and pedagogical potential, Ukrainian universities, institutional autonomy, academic staff development, knowledge economy, recognition and engagement, career growth, organizational resilience, international competitiveness, sustainable development.

Marking the development of the "knowledge economy" as a national priority of Ukraine makes increased demands on local higher education institutions (HEIs) in terms of fulfilling their scientific and pedagogical potential. It is based on the potential ability of academic staff to produce new knowledge, ideas and innovations, transferring them to students, thus forming them as representatives of a new generation of professionals.

Choosing as a basis the high points of international (Supporting growth and jobs – an agenda for the modernization of Europe's higher education systems [1]; Bucharest Communiqué [2]; Yerevan Communiqué [3]; Rome Ministerial Communiqué [4]) and national legislation and regulations on education (Law "On Education" [5]; Law "On Higher Education" [6]; National Report on the State and Prospects of Education in Ukraine, [7, 8]; Strategy for Higher Education Development in Ukraine for 2021–2031 [9]) on the value of scientific and pedagogical potential of higher education academic staff in building up higher education scientific and educational potential, foreign scientists (K. Türk [10], P. Seldin, J. E. Miller, C. A. Seldin [11], R. de la Torre, A. Lusa, M. Mateo, E.-H. Aghezzaf [12], etc.) and Ukrainian researchers (S. Kalashnikova, I. Drach, O. Kovalenko, S. Kurbatov, N. Nevmerzhychka, O. Palamarchuk, V. Ryabchenko, L. Chervona [13, 14], V. Lugovyi [15]; Yu. Skyba, G. Chornoivan, O. Zhabenko, I. Regeilo, O. Otych, V. Muromets, S. Melnyk [16, 17], O. Yaroshenko et al [18–20], Slyusarenko [21], Yakymenko et al [22], etc.) emphasize that the development of this potential is not an end in itself, but a factor in expanding the HEIs academic and institutional autonomy and strengthening the social function of higher education in society.

However, according to the analysis of modern educational practice, domestic universities do not fully make use of the opportunities, provided by the Laws of Ukraine "On Education" (2017) and "On Higher Education" (2014), to develop scientific and pedagogical potential of their academic staff. This is manifested in the lack of effective measures to raise the prestige of scientific and pedagogical work and motivate university staff for professional growth; work overload with educational and other activities; the dependence of HEI staff list on the number of students that creates risks for unemployment of research and teaching staff (RTS) and causes its migration, thus reducing human resource and scientific and pedagogical potential of the national higher school; obsolescence or total lack of research and information infrastructures for professors' self-training as well as for training higher education students that hinders the implementation of research-based training and professional development of research and teaching staff; insufficient development of organizational, methodological and financial mechanisms for managing professional development of research and teaching staff, monitoring its quality and evaluating results; weak contacts of HEIs with leading scientific institutions and stakeholders, etc.

Thus, identifying the needs and thereafter determining the priorities for universities to manage the growth of professors' scientific and pedagogical potential is of high theoretical and practical importance for developing an effective strategy for their development, improving their ranking and ensuring the proper quality of higher education services based on modernization trends of European and domestic higher education in the process of joining European Higher Education Area.

Analyzing the latest scientific sources on this issue, we discovered that it incorporates scientific interests of many scientists in the field of educational/pedagogical sciences.

Thus, the purpose of the study is to determine the development needs of academic staff's scientific and pedagogical potential of Ukrainian universities in the context of expanding institutional autonomy and to identify opportunities to consider when developing institutional development strategies at local universities.

## 5.1 LATEST RESEARCH ANALYSIS

In particular, the development issue of universities' research and innovation potential is released in the works of S. Kalashnikova, I. Drach, O. Palamarchuk, V. Ryabchenko, L. Chervona [13, 14], V. Lugovyi [15], O. Slyusarenko [21] and others; professional development technologies of research and teaching staff and increase of its potential are covered in research papers of Yu. Skyba [16, 17], O. Yaroshenko [16–20], N. Divinska [18–20], O. Zhabenko [16–20], G. Chornoivan [16–20], I. Regeilo [16, 18–20], Otych O. [17], V. Muromets [16], Melnyk S. [23], I. Tamozhska, N. Tymofiienko, A. Demianiuk, M. Klyap, M. Tsurkan [24], S. Yakymenko, T. Vasiutina, D. Nefodov, L. Pankiv, A. Stryzhakov, M. Denysiuk [22] and others.

Scientific sources, devoted to research in the field of higher education, characterize different types of research and teaching staff potential, namely: intellectual one (M. Dolishnyi, K. Lipovska, S. Maniv, S. Ilyashenko, etc.), emotional one (A. Gatsko, O. Smigunova, etc.), spiritual one (V. Pankov, E. Pomitkin, etc.), leadership one (S. Kalashnikova, T. Gura, etc.) and personal one (D. Leontiev, V. Ryabchenko, etc.).

At the same time, despite the significant number of papers on the problem of developing research and teaching staff potential, the priorities, needs and growth mechanisms of its scientific and pedagogical potential still remain insufficiently substantiated. According to our hypothesis, the development effectiveness of academic staff's scientific and pedagogical potential in Ukraine depends on the harmonization of their needs with the priorities of educational policy and strategies of HEI institutional development. Therefore, there is a need for a special survey on RTS needs, and further research on possible models and plans for the development of domestic universities' scientific and pedagogical potential is of high demand.

The study of priorities and needs for the development of scientific and pedagogical potential of Ukrainian universities' academic staff in the context of expanding institutional autonomy was conducted by researchers of the Department of Integration of Higher Education and Science of the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine during 2022–2024. To obtain empirical material, the researchers developed a questionnaire consisting of 6 closed-ended questions with 56 suggested answers, structured in blocks that covered the most important areas in developing scientific and pedagogical potential of Ukrainian universities' academic staff.

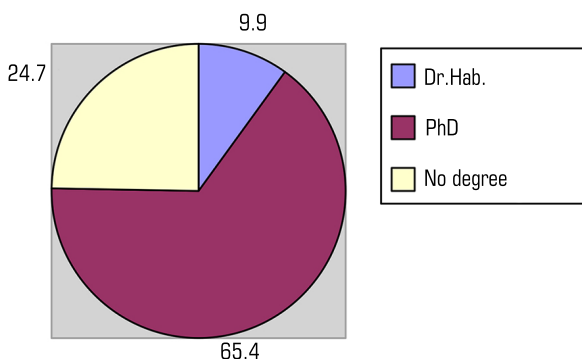
The survey was conducted in the period from May to June and from September to October 2022. Research and teaching staff from 11 universities of Ukraine (3 of them – classical, 4 – technical, 2 – economic, 1 – pedagogical and 1 – medical), in particular, from Sumy State University (SSU), Uzhhorod National University (UzhNU), Yuriy Fedkovych Chernivtsi National University (ChNU), National Technical University "Kharkiv Polytechnic Institute" (NTU "KhPI"), Lutsk National Technical University (LNTU), National Aviation University (NAU), Kyiv National Economics University named after Vadym Hetman (KNEU), Simon Kuznets Kharkiv National University of Economics (KhNUE), National Pedagogical Dragomanov University (NPU), National Pirogov Memorial

Medical University, Vinnytsya (NMUV), National University of Water Environmental Engineering (NUWEE) filled in the questionnaire. Higher education institutions represented 8 of the 25 regions of Ukraine, including the leading university centers – Kyiv and Kharkiv.

The quantitative and qualitative analysis of the survey results was conducted using the methods of mathematical statistics based on Excel software. To determine the priority factor, the rating was based on the number of responses higher than 50%.

In total, 243 universities' research and teaching staff took part in the survey on a voluntary basis, of which 75.3% have a scientific degree (Dr.Hab. – 24 people (9.9%), PhD – 159 people (65.4%)), no degree – 60 professors (24.7%).

The distribution of the surveyed universities' research and teaching staff is shown on **Fig. 5.1**.



**Fig. 5.1** The share of surveyed research and teaching staff by category (%)

## 5.2 RESULTS ANALYSIS

During the survey, considerable attention was paid to identifying factors that are important for the development of scientific and pedagogical potential of local universities' academic staff.

So, *Question 1 "Which of the factors are key to career growth in your HEI?"* gave us the following answers from the respondents (**Table 5.1**).

The survey data, presented in **Table 5.1**, shows that the represented universities' research and teaching staff consider the "professional competence development" as the most important factor for career growth at the university (7 universities).

The second most important factor is "international activity" (6 universities), the third place takes the "research achievements" factor (in 5 out of 11 universities the share of answers is higher

than 50%) and the fourth place is "teaching achievements" (in 3 out of 11 universities a response rate is 50% or higher).

● **Table 5.1** Factors important for career growth in HEIs, in number of persons, %

University	Number of persons									
	Teaching achievements		Research achievements		Professional competence development		International activity		Total	
	Quant.	%	Quant.	%	Quant.	%	Quant.	%	Quant.	%
SSU	3	23	13	100	4	30.8	12	92.3	13	100
UzhNU	11	32.4	22	64.7	20	58.8	18	52.9	34	100
ChNU	6	31.6	13	68.4	7	36.8	5	26.3	19	100
NTU "KhPI"	17	54.8	14	45.2	9	29	5	16.1	31	100
LNTU	8	38	15	71.4	12	57.1	6	28.6	21	100
NAU	11	57.9	15	78.9	16	84.2	18	94.7	19	100
NUWEE	8	34.8	11	47.8	11	47.8	5	21.8	23	100
KNEU	10	50	5	25	13	65	11	55	20	100
KhNUE	6	30	9	45	15	75	11	55	20	100
NPU	6	26	8	34.8	14	60.7	6	26	23	100
NMUV	3	15	8	40	12	60	12	60	20	100

Considering the results of the survey of research and teaching staff, professional competence development is one of the most important factors in career development. So, we believe that universities should introduce and expand using various forms and technologies to improve their level, including seminars, workshops, trainings, webinars, master-classes, open courses, etc.

Let us note that the importance of "international activity" for the career growth was indicated by the respondents from 2 universities – NAU and SSU (94.7% and 92.3%, respectively); "research achievements" were noted by only 1 university – SSU (100%), "professional competence development" – NAU (84.2%) and KhNEU (75%), "teaching achievements" – NTU "KhPI" (54.8%) and NAU (57.9%).

Thus, as seen from the results, the "teaching achievement" factor has the least impact on the development of a university professor's professional career. However, in our opinion, the universities' lack of desire to provide quality teaching in general has a negative impact on the education quality of its students.



In addition, the questionnaire revealed such answers of the respondents as: activity, desire to do business and work in a team, closeness to administration, family ties, financial incentives for people who is able to promote career growth. These answers show that universities do not always consider professor's achievements in his/her career.

Factors inhibiting career and professional growth, as believed by the respondents, are: overload of educational and other work – 20.4%, outdated and weak material and technical base – 20%, weak contacts with leading scientific institutions – 18.7%, lack of scientific manager/supervisor – 12.1%, low foreign language proficiency level – 11.7%, unfavorable psychological atmosphere in the team – 9%, low level of computer proficiency – 7.7%.

Regarding *Question 2 of our survey* “What forms of RTS professional development/advanced training are implemented in your HEI?”, the following distribution of answers was established (Table 5.2).

● **Table 5.2** Forms of RTS professional development , implemented in HEI, in number of persons, %

List of professional development forms	University										
	SSU	UzhNU	ChNU	NTU "KhPI"	LNTU	NAU	KNEU	KhNUE	NPU	NMUV	NUWEE
	Number of persons										
1	2	3	4	5	6	7	8	9	10	11	12
Mandatory trainings/ courses for young academic staff	3	4	–	15	6	5	5	6	–	3	7
%	23	11.8	–	48.4	28.6	26.3	25	30	–	15	30.4
Mandatory trainings/ courses for new academic staff	3	1	–	8	1	2	3	–	–	1	4
%	23	2.9	–	25.8	4.8	10.5	15	–	–	5	17.4
Trainings/ courses for the development/modernization of educational disciplines	7	6	2	10	2	8	10	17	12	7	6
%	53.8	17.6	10.5	32.3	9.5	42.1	50	87	52.1	35	26
Mentoring	–	4	6	8	4	15	1	2	1	7	4
%	–	11.8	31.6	25.8	19	78.9	5	10	4.3	35	17.4

● Continuation of Table 5.2

1	2	3	4	5	6	7	8	9	10	11	12
Elective/on-demand courses	11	2	4	10	3	7	10	10	–	6	8
%	84.6	5.9	21	32.2	14.3	36.8	50	50	–	30	34.8
Trainings on the use of IT in teaching	10	4	1	7	1	–	12	14	14	1	6
%	76.9	11.8	5.3	22.6	4.8	–	60	70	60.9	5	26
Trainings for researchers	5	2	–	3	5	10	2	1	–	1	2
%	38.5	5.9	–	9.7	23.8	52.6	10	5	–	5	8.7
Internship in Ukraine (in other HEIs, research institutions, enterprises, etc.)	8	27	14	23	18	17	11	7	14	12	12
%	61.5	79.4	73.7	74.2	85.7	89.5	55	35	60.9	60	52.2
Internship abroad (in other HEIs, research institutions, enterprises, etc.)	8	16	10	15	18	15	7	9	6	11	9
%	61.5	47	52.6	48.4	85.7	78.9	35	45	26	55	3.1
Total, respondents	13	34	19	31	21	19	20	20	23	20	21
%	100	100	100	100	100	100	100	100	100	100	100

The analysis of the results, given in **Table 5.2**, testified that Ukrainian universities actively use a wide range of capacity development forms for their research and teaching staff. First of all, this is an "internship in Ukraine" (in 9 universities the indicator is higher than 50%); "internship abroad" is on the second position (in 5 – the indicator is higher than 50%); in third place – training on the use of IT in teaching and trainings/courses for the development/modernization of educational disciplines (in 4 – the indicator is higher than 50%); the fourth position was taken by elective/on-demand courses (in 3 – the indicator is higher than 50%); mentoring for researchers (1 – the indicator is higher than 50%); in fifth place – mandatory trainings/courses for young academic staff and mandatory trainings/courses for new academic staff (no university has scored higher than 50%).

Given that the internship procedure for research and teaching staff in Ukraine is somewhat formal for a number of reasons, primarily the lack of funds, we consider it appropriate to introduce training systems in universities to enhance research and teaching staff's research and methodological competence.

In our opinion, universities do not pay enough attention to such technologies for developing research and teaching staff's potential as "peer to peer development", training for young researchers and young professors that have recently become increasingly popular in the educational community. We believe that the active use of the proposed technologies in universities would contribute, on one hand, to improving the research quality, on the other – to increase the higher education quality at different levels.

On the positive side, universities are actively responding to the challenge of digitizing higher education, in particular by offering "training on the use of IT in teaching". It is also obvious that the above-mentioned development form of research and teaching staff's potential is further relevant, as well as the content expansion of proposals related to the digitalization processes in higher education.

The next *Questions 3* of the questionnaire aimed at discovering forms for teaching competence development, implemented at the university. The results of the survey are presented in **Table 5.3**.

● **Table 5.3** Forms for teaching competence development, implemented at the university, in number of persons, %

		University										
List of forms for teaching competence development		SSU	UzhNU	ChNU	NTU "KhPI"	LNTU	NAU	KNEU	KhNUe	NPU	NMUV	NUWEE
1	2	3	4	5	6	7	8	9	10	11	12	13
Mandatory trainings/ courses to improve teaching	Number of persons	4	2	-	5	4	1	4	7	4	4	3
	%	30.8	5.9		16.1	19	5.2	20	35	17.4	20	13
Elective trainings/ courses to improve teaching	Number of persons	10	6	3	19	5	13	8	15	16	12	9
	%	76.9	17.6	15.9	61.3	23.8	68.4	40	75	69.6	50	39.1
Research on teaching and learning in higher education	Number of persons	2	6	5	9	6	17	6	7	2	5	3
	%	15.4	17.6	26.3	29	28.6	89.5	30	35	8.7	25	13
Recognition/ promotion of best teaching practices	Number of persons	13	12	1	3	4	2	7	1	2	2	9
	%	100	35.3	5.3	9.7	19	10.5	35	5	8.7	10	39.1
Professor's e-portfolio	Number of persons	2	3	2	1	3	0	2	1	2	1	6
	%	15.4	8.8	10.5	3.2	14.3		10	5	8.7	5	26.1

● Continuation of Table 5.3

1	2	3	4	5	6	7	8	9	10	11	12	13
Methodological seminars	Number of persons	10	11	13	22	12	16	8	8	12	10	9
	%	76.9	32.3	68.4	70.9	57.1	84.2	40	40	52.2	50	39.1
Feedback from fellow teachers	Number of persons	4	15	12	17	9	5	8	8	6	7	9
	%	30.8	44.1	63.2	54.8	42.9	26.3	40	40	26.1	35	39.1
Total, respondents	Number of persons	13	34	19	31	21	19	20	20	23	20	21
	%	100	100	100	100	100	100	100	100	100	100	100

Based on the results, presented in **Table 5.3**, we established that Ukrainian universities do not have a sufficiently powerful arsenal of forms for teaching competence development of their research and teaching staff. First of all, these are methodological seminars (in 7 universities the indicator is higher than 50%); in the second position – elective trainings/courses to improve teaching (in 6 universities the indicator is higher than 50%); in third place – feedback from fellow teachers (in 2 – the indicator is higher than 50%); the fourth position was taken by research on teaching and learning in higher education and recognition/promotion of best teaching practices (in 1 (SSU) – the indicator is higher than 50%).

At the same time, no university has received more than 50% of such forms for teaching competence development as mandatory training/courses to improve teaching and professor's e-portfolio. Among other options for teaching competence development of research and teaching staff, mentioned by the respondents, was self-study of best practices and success cases of other HEIs.

In our opinion, the lack of attention of university management to recognition/promotion of best teaching practices has a negative impact on the motivation of research and teaching staff to improve the teaching quality.

The analysis of universities by categories showed that considerable attention to teaching competence development of research and teaching staff is paid in the classical SSU and in technical – NAU and LNTU. We believe it is caused by the university administration awareness that in order to train a high-quality specialist, higher education professors must have not only scientific and professional knowledge, but also strategies, technologies and methods of transferring this knowledge as well as mastering the basics of pedagogical skills.

We defined the following distribution of answers to *Question 4 “What motivational/stimulating tools are used in your HEI for professional development?”* (**Table 5.4**).

The results of the survey prove the fact that various tools of personnel and financial policies are used in Ukrainian universities to stimulate the RTS' professional development. The analysis of respondents' responses to the motivating/stimulating tools, used in universities to develop

the RTS' scientific and pedagogical potential, showed that these are mostly honors (49.4%) and cash bonus (44.9%). In 5 universities this indicator is higher than 50%, while such forms as salary increase and contract duration did not gain more than 50% in any of the universities (25.9%).

● **Table 5.4** Tools for motivating/stimulating professional development of research and teaching staff, in number of persons, %

University	Cash bonus		Salary increase		Honors		Contract duration		Total	
Number of persons, %	Quant.	%	Quant.	%	Quant.	%	Quant.	%	Quant.	%
SSU	13	100	4	30.8	7	53.8	6	43.8	13	100
UzhNU	21	61.8	14	41.2	12	35.3	4	11.8	34	100
ChNU	2	10.5	3	15.8	7	36.8	5	26.3	19	100
NTU "KhPI"	12	38.7	13	41.9	10	32.3	13	41.9	31	100
LNTU	12	57.1	5	23.8	18	85.7	4	19.1	21	100
NAU	12	63.2	2	10.5	17	89.5	8	42.1	19	100
KNEU	3	15	9	45	9	45	1	5	20	100
KhNUE	4	20	4	20	10	50	6	30	20	100
NPU	11	47.8	2	8.7	8	34.8	3	13	23	100
NMUV	6	30	3	15	7	35	4	20	20	100
NUWEE	13	56.5	4	17.4	15	65.2	8	34.8	23	100

As we can see from the data, the most common tool, used in local universities to stimulate the development of RTS' scientific and pedagogical potential, is honors. Second place on the list of such incentives are "bonuses", although the assessment of the level of using this tool for stimulating managers and professors/researchers differs significantly (64% vs. 44%).

In our opinion, the low level of using this mechanism is due to the lack of appropriate professional standards or professional profiles of research and teaching staff with appropriate descriptors.

The analysis of the universities' activity by categories showed that the greatest attention is paid to the use of various forms of motivating/stimulating the development of RTS' potential in such universities as classical SSU and technical – NAU, LNTU and NUWEE. At the same time, these mechanisms are insufficiently used in classical ChNU, pedagogical NPU and medical NMUV.

*The fifth question of our survey aimed to clarify the data that the HEI administration considers when evaluating research and teaching staff's professional achievements.* The analysis of respondents' answers to this question is summarized in **Table 5.5**.

● **Table 5.5** Information (data), considered by HEI administration when evaluating research and teaching staff professional achievements, in number of persons, %

Forms of professional development		University										
		SSU	UzhNU	ChNU	NTU "KhpI"	LNTU	NAU	KNEU	KANUE	NPU	NMUV	NUWEE
		Number of persons										
1	2	3	4	5	6	7	8	9	10	11	12	13
Survey of higher education students	Number of persons	13	5	2	12	13	15	5	11	–	1	4
	%	100	14.7	10.5	38.7	61.9	78.9	25	55	–	5	17.4
Achievements of higher education students	Number of persons	6	7	2	16	9	9	6	6	5	6	10
	%	46.1	20.6	10.5	51.6	42.9	47.4	30	30	21.7	30	43.4
Independent assessment of student learning outcomes	Number of persons	3	1	2	12	6	2	6	9	1	5	5
	%	23.1	2.9	10.5	38.7	28.6	10.5	30	45	4.4	25	21.7
Employers' assessment of professional qualifications/ professional training level of graduates	Number of persons	5	2	1	9	4	7	4	5	–	–	4
	%	38.5	5.9	5.3	29	19.1	36.8	20.0	25.0	–	–	17.4
Exam grades that the professor gives to higher education students	Number of persons	–	5	2	2	4	7	2	5	–	1	1
	%	–	14.7	10.5	6.5	19.1	36.8	10.0	25.0	–	5.0	4.4
RTS rating according to defined/ agreed indicators	Number of persons	9	24	10	10	9	16	9	11	7	1	10
	%	69.2	70.6	52.6	32.2	42.9	84.2	45.0	55.0	30.4	5.0	43.5
Publications in authoritative scientific journals (included in scientific and metric databases)	Number of persons	13	24	15	27	18	17	10	16	10	13	18
	%	100	70.6	78.9	87.1	85.7	89.5	50.0	80.0	43.5	65.0	78.3
Total, respondents	Number of persons	13	34	19	31	21	19	20	20	23	20	23
	%	100	100	100	100	100	100	100	100	100	100	100

The obtained data testify to a significant dominance of those related to academic staff research activities in the practice of evaluating the professional achievements of research and teaching staff in Ukrainian HEIs, namely the indicator of "publication in authoritative scientific journals" is dominant and much higher compared to others (77% – managers; 79% – professors/researchers).

The second priority on the list of indicators for evaluating the research and teaching staff's (RTS) professional achievements is "RTS rating" (59%).

It is obvious that this indicator is more complex and more balanced, because in all possible variations it includes both achievements related to research activities as well as ones of RTS' teaching and other professional activities.

Regarding other indicators, proposed for the survey, we can note that "achievements of higher education students" (57% – managers; 39% – professors/researchers) and "survey of higher education students" (46% – managers; 36% – professors/researchers) have a significant impact on evaluating professor's "success" (and in particular, his/her teaching activities).

If the first indicator – "achievements of higher education students" – fixes the fact of "objective result" of the teaching and learning process (i.e., integrally reflects both the professor's effectiveness and the one of higher education students), the second indicator – "the survey of higher education students" – in fact states "the satisfaction level of the recipient of educational services/client", ensures compliance with the principle of being "student-centered" and "client-oriented".

As seen from the above data, evaluating the research and teaching staff professional achievements is weakly influenced by the "assessments of student learning outcomes" indicator (13% – managers; 14% – professors/researchers) that can be stated as a positive feature. But we see this process is weakly impacted by the "assessment by employers of professional qualifications/level of professional training of graduates" indicator (26% – managers; 18% – professors/researchers). We consider it, unfortunately, as a negative characteristic of evaluating higher education professors' professional achievements.

In general, according to this data block, the higher education practice in Ukraine states the presence of a fairly wide range of indicators, used by HEIs to evaluate the research and teaching staff professional achievements.

The following distribution of respondents' answers was received to *Question 6 "What methods are used in your HEI to determine individual needs of RTS's professional development?"* (Table 5.6).

It is obvious that in order to get the most objective picture of the professional development needs of research and teaching staff and to form a relevant proposal for meeting those needs, the HEI administration must use a wide range of tools.

The obtained data showed that managers rate the effectiveness of the process of assessing individual needs of research and teaching staff in Ukrainian HEIs higher than professors/researchers (ranges 42–22% vs. 33–14%).

Significant differences were also found in the positions of managers and professors/researchers on understanding the value/impact of different methods of assessing research and

teaching staff's individual needs, namely: managers consider the most "influential" method of analyzing survey results/learning outcomes of students (42%), that is, the approach when the professional development needs of research and teaching staff are determined indirectly on the basis of analysis of their teaching results. In turn, professors/researchers emphasize the importance of using "direct inquiry" and consider such methods as "results of RTS certification and/or while its conducting" (33%) and the method of "anonymous RTS surveys" (32%).

● **Table 5.6** Methods for determining individual needs of research and teaching staff's professional development, in Number of persons, %

University	Anonymous RTS surveys		Targeted RTS surveys (indicating exactly who and what is needed)		Submitting inquiries to a special HEI unit		Based on the results of RTS certification and/or while its conducting		Total, respon- dents	
	Number of persons, %									
SSU	4	30.8	11	15.4	6	46.2	—	—	13	100
UzhNU	4	11.8	5	14.7	6	17.6	12	35.3	34	100
ChNU	6	31.6	4	21.1	—	—	5	26.3	19	100
NTU "KhPI"	16	51.6	4	12.9	3	9.7	2	6.5	31	100
LNTU	9	42.9	5	23.8	1	4.8	6	28.6	21	100
NAU	16	84.2	1	5.3	1	5.3	4	21	19	100
KNEU	15	75	2	10	3	15	1	5	20	100
KhNUE	3	15	7	35	5	25	7	35	20	100
NPU	4	17.4	4	17.4	—	—	7	30.4	23	100
NMUV	7	35	5	25	2	10	4	20	20	100
NUWEE	7	30.4	7	30.4	7	30.7	11	47.8	23	100

Unfortunately, the survey highlighted the fact that Ukrainian HEIs either don't have or don't actively use practices when there are special units (such as "center for professional development", "center of mastering pedagogical skills") in universities to ensure the effective professional development of research and teaching staff. The direct functions of such a unit might include the one of surveying research and teaching staff's individual needs for professional development.



## CONCLUSIONS

The results of generalizing the answers to the questionnaires showed that the development of academic staff's scientific and pedagogical potential is not yet a priority for Ukrainian universities and is attributed to the personal needs of research and teaching staff, although its results affect their selection for the position.

The research and teaching staff's urgent needs for the development of their scientific and pedagogical potential are: raising the prestige of scientific and pedagogical work and motivating professors to professional growth; reducing the workload; development of research and information infrastructure for professors' self-training, development of organizational-methodical and financial management mechanisms of research and teaching staff's professional development, monitoring its quality and evaluating its results.

To harmonize these needs with the priorities of the universities' institutional policy, the HEI management can be recommended to create centers for professional development/mastering pedagogical skills of research and teaching staff; to establish scientific-business, technological platforms on HEI basis; to open scientific departments at industrial enterprises within the framework of public-private partnership between HEIs and businesses; to involve scientists of research institutions in scientific research at HEIs; to develop and implement an effective system of stimulating research activities of university professors and to intensify their participation in national and foreign competitions and research and educational projects, aimed at professional growth; to develop regulations and initiate a competition in teaching or mastering scientific-pedagogical skills at the institutional (universities – I round) and all-Ukrainian levels (MES of Ukraine – II round), similar to "Teacher of the Year" competition.

Given the lack of efforts of local universities to ensure the continuous development of professors' scientific and pedagogical potential in the system of formal postgraduate education, we consider it appropriate to recommend research and teaching staff to be more actively involved in professional development in non-formal and informal education. This process is provided by normative and legal documents related to the professional development of academic staff (Law "On scientific and scientific and technical activities" [25], Law "On professional development of workers" [26], Guidelines for professional development of research and teaching staff [27], Procedures for advanced training of pedagogical staff and research and teaching staff [28], Human Development Strategy [29, 30], etc.).

The empirical material, obtained during our survey, and practical recommendations, provided as a result of its processing, can be used in developing institutional strategies and long-term development plans of Ukrainian universities in the context of expanding their academic and institutional autonomy and increasing HEIs scientific and pedagogical potential.

We see promising areas of further research in the study of the institutional foundations of the functioning and improvement of professional development systems for research and teaching staff of Ukrainian universities.

## REFERENCES

1. Communication from the European Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Supporting growth and jobs – an agenda for the modernization of Europe's higher education systems (2011). Brussels. Available at: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF>
2. EHEA Ministerial Conference Bucharest (2012). Bucharest Communiqué. Available at: <https://ehea.info/page-ministerial-conference-bucharest-2012>
3. EHEA Ministerial Conference Yerevan (2015). Yerevan Communiqué. Available at: <https://www.ehea.info/page-ministerial-conference-yerevan-2015>
4. EHEA Rome Ministerial Conference (2020). Rome Ministerial Communiqué. Available at: <https://ehea.info/page-ministerial-conference-rome-2020>
5. Pro osvitu (2017). Zakon Ukrainy No. 2145-VIII. 05.09.2017. Available at <https://zakon.rada.gov.ua/go/2145-19>
6. Pro vyshchu osvitu (2014). Zakon Ukrainy No. 1556-VII. 01.07.2014. Available at: <https://zakon.rada.gov.ua/go/1556-18>
7. Kremen, V. (Ed.) (2016). Natsionalna dopovid pro stan i perspektyvy rozvytku osvity v Ukraini. Kyiv: Pedahohichna dumka, 448. Available at: <http://lib.iitta.gov.ua/166230/>
8. Anishchenko, O. V., Bazeliuk, N. V., Bekh, I. D., Berezivska, L. D., Boiko, A. E., Bykov, V. Yu. et al.; Kremen, V. (Ed.) (2021). National Report on the State and Prospects of Education Development in Ukraine. Kyiv: KONVI PRINT, 384. <https://doi.org/10.37472/naes-2021-en>
9. Stratehiia rozvytku vyshchoi osvity v Ukraini na 2022–2032 roky (2020). Ministerstvo osvity i nauky Ukrainy. Available at: <https://mon.gov.ua/osvita-2/vishcha-osvita-ta-osvita-doroslikh/strategiya-rozvitku-vishchoi-osviti-v-ukraini-na-2022-2032-roki>
10. Türk, K. (2016). Performance management of academic staff and its effectiveness to teaching and research – based on the example of estonian universities. *Trames. Journal of the Humanities and Social Sciences*, 20 (1), 17–36. <https://doi.org/10.3176/tr.2016.1.02>
11. Seldin, P., Miller, J. E., Seldin, C. A. (2010). *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. Jossey-Bass. Available at: <https://www.perlego.com/book/1009051/the-teaching-portfolio-a-practical-guide-to-improved-performance-and-promotiontenure-decisions-pdf>
12. de la Torre, R., Lusa, A., Mateo, M., Aghezaf, E.-H. (2020). Determining personnel promotion policies in HEI. *Journal of Industrial & Management Optimization*, 16 (4), 1835–1859. <https://doi.org/10.3934/jimo.2019031>
13. Bodnaruk, O., Drach, I., Kovalenko, O., Kurbatov, S., Nevmerzhycka, N., Palamarchuk, O. et al.; Kalashnikova, S. (Ed.) (2017). *Analiz providnoho vitchyznianoho ta zarubizhnogo*

- dosvidu rozvytku instytutsiinoho potentsialu universytetiv u konteksti hlobalnogo liderstva. *Vyshcha osvita Ukrainy*, 2, 107. Available at: [https://ihed.org.ua/wp-content/uploads/2018/09/Analiz\\_rozv\\_instytucijn\\_potencialu\\_Univ\\_liderstvo\\_IVO-Avtors-kolektiv\\_2016-110p.pdf](https://ihed.org.ua/wp-content/uploads/2018/09/Analiz_rozv_instytucijn_potencialu_Univ_liderstvo_IVO-Avtors-kolektiv_2016-110p.pdf)
14. Baladzy, O., Drach, I. I., Kalashnikova, S. A., Kovalenko, O. M., Kurbatov, S., Nevmerzhytska, N. M. et al.; Kalashnikova, S. A. (Ed.) (2017). *Rozvytok instytutsiinoho potentsialu universytetiv u konteksti hlobalnogo liderstva*. Kyiv: Instytut vyshchoi osvity NAPN Ukrainy. Available at: <https://lib.iitta.gov.ua/id/eprint/711064/>
  15. Lugovyi, V. (2020). *Vyshcha osvity ukrainy: problemy yakosti*. "Osvita i suspilstvo", 10, 9–10. Available at: [https://naps.gov.ua/ua/press/about\\_us/2219/](https://naps.gov.ua/ua/press/about_us/2219/)
  16. Zhabenko, O., Muromets, V., Reheilo, I., Skyba, Yu., Chornoivan, H., Yaroshenko, O.; Skyba, Yu. (Ed.) (2020). *Teoretychni osnovy rozvytku naukovo-pedahohichnogo potentsialu universytetiv Ukrainy u konteksti rozshyrennia instytutsiinoy avtonomii*. Part 1. Kyiv: IVO NAPN Ukrainy, 113. <https://doi.org/10.31874/978-617-7486-40-3-2020>
  17. Skyba, Yu., Chornoivan, H., Zhabenko, O., Yaroshenko, O., Otych, O., Melnyk, S.; Skyba, Yu. (Ed.) (2021). *Analiz providnogo vitchyznianoho ta zarubizhnogo dosvidu z rozvytku nauko-vo-pedahohichnogo potentsialu universytetiv*. Part 2. Kyiv: IVO NAPN Ukrainy. <https://doi.org/10.31874/978-617-7644-51-3-2021>
  18. Yaroshenko, O. H., Zhabenko, O. V., Skyba, Yu. A., Divinska, N. O., Reheilo, I. Yu., Chornoivan, H. P.; Yaroshenko, O. H. (Ed.) (2020). *Teoretychni osnovy i tekhnolohiia profesiinoho rozvytku naukovo-pedahohichnykh pratsivnykiv universytetiv v umovakh intehtratsii vyshchoi osvity i nauky*. Kyiv: Printeko, 439. Available at: [https://ihed.org.ua/wp-content/uploads/2021/02/Tekhnologiya\\_prof\\_rozvitku\\_pracivn\\_VNZ\\_Monogr\\_IVO-2020-439p\\_avtors-kolektiv.pdf](https://ihed.org.ua/wp-content/uploads/2021/02/Tekhnologiya_prof_rozvitku_pracivn_VNZ_Monogr_IVO-2020-439p_avtors-kolektiv.pdf)
  19. Divinska, N., Diachenko, N., Zhabenko, O., Reheilo, I., Skyba, Yu., Chornoivan, H., Yaroshenko, O.; Yaroshenko, O. (Ed.) *Teoretychni osnovy i tekhnolohiia profesiinoho rozvytku naukovo-pedahohichnykh pratsivnykiv universytetiv v umovakh intehtratsii vyshchoi osvity i nauky*. Part 2. Kyiv: Instytut vyshchoi osvity NAPN Ukrainy, 105. Available at: [https://ihed.org.ua/wp-content/uploads/2019/07/Teor\\_osnovi\\_prof\\_rozvitku\\_pracivn\\_analitch\\_IVO-2018-105p\\_avtors-kolektiv.pdf](https://ihed.org.ua/wp-content/uploads/2019/07/Teor_osnovi_prof_rozvitku_pracivn_analitch_IVO-2018-105p_avtors-kolektiv.pdf)
  20. Divinska, N., Diachenko, N., Zhabenko, O., Reheilo, I., Skyba, Yu., Chornoivan, H., Yaroshenko, O.; Yaroshenko, O. (Ed.) (2018). *Teoretychni osnovy i tekhnolohiia profesiinoho rozvytku naukovo-pedahohichnykh pratsivnykiv universytetiv v umovakh intehtratsii vyshchoi osvity i nauky*. Kyiv: Instytut vyshchoi osvity NAPN Ukrainy, 72. Available at: [https://ihed.org.ua/wp-content/uploads/2019/07/Teor\\_osnovi\\_prof\\_rozvitku\\_pracivn\\_metodit\\_IVO-2018-72p\\_avtors-kolektiv.pdf](https://ihed.org.ua/wp-content/uploads/2019/07/Teor_osnovi_prof_rozvitku_pracivn_metodit_IVO-2018-72p_avtors-kolektiv.pdf)
  21. Sliusarenko, O. M. (2015). *Rozvytok naivysshchoho universytetskoho potentsialu v umovakh hlobalizatsii*. Kyiv: Priorytety, 384. Available at: [https://lib.iitta.gov.ua/id/eprint/10225/1/2015\\_mon\\_Sliusarenko.pdf](https://lib.iitta.gov.ua/id/eprint/10225/1/2015_mon_Sliusarenko.pdf)
  22. Yakymenko, S., Vasiutina, T., Nefodov, D., Pankiv, L., Stryzhakov, A., Denysiuk, M. (2023). Main directions of innovative transformations in higher education. *Revista Amazonia Investiga*, 12 (63), 31–41. <https://doi.org/10.34069/ai/2023.63.03.3>

23. Vitrenko, Yu., Vlasova, I., Vorona, V., Kiriienko, D., Zhyliaiev, I., Kovtunets V., Melnyk, S.; Kovtunets V. (Ed.) (2020). Analiz providnoho vitchyznianoho ta zarubizhnoho dosvidu shchodo mekhanizmv finansovoi avtonomii zakladiv vyshchoi osvity. Kyiv: Printeko, 336. Available at: [https://ihed.org.ua/wp-content/uploads/2021/03/Analiz\\_dosvidu\\_fin-avtonomii\\_zVO\\_ch1-2\\_analit\\_IVO-2020-336p\\_avtors-kolektiv.pdf](https://ihed.org.ua/wp-content/uploads/2021/03/Analiz_dosvidu_fin-avtonomii_zVO_ch1-2_analit_IVO-2020-336p_avtors-kolektiv.pdf)
24. Tamozhska, I., Tymofiienko, N., Demianiuk, A., Klyap, M., Tsurkan, M. (2023). Features of professional and pedagogical activity of a higher education teacher. *Revista Amazonia Investiga*, 12 (63), 148–155. <https://doi.org/10.34069/ai/2023.63.03.13>
25. Pro naukovu i naukovo-tekhnichnu diialnist (2015). Zakon Ukrainy No. 848-VIII. 26.11.2015. Available at: <https://zakon.rada.gov.ua/laws/show/848-19>
26. Pro profesiyni rozvytok pratsivnykiv (2012). Zakon Ukrainy No. 12.01.2012. Available at: <https://zakon.rada.gov.ua/go/4312-17>
27. Deiaki pytannia profesiinoho rozvytku naukovo-pedahohichnykh pratsivnykiv (Metodychni rekomendatsii dlia profesiinoho rozvytku naukovo-pedahohichnykh pratsivnykiv). Nakaz MON Ukrainy No. 1504. 04.12.2020. Available at: <https://cprvmr.edu.vn.ua/material/nakaz-mon-ukra-ni-v-d-04-grudnya-2020-r.-1504-deyak-pitannya-profes-jnogo-rozvitku-naukovo-pedagog-chnih-prac-vnik-v-metodichn-rekomendac-dlya-profes-jnogo-rozvitku-naukovo-pedagog-chnih-prac-vnik-v>
28. Deiaki pytannia pidvyshchennia kvalifikatsii pedahohichnykh i naukovo-pedahohichnykh pratsivnykiv (2019). Postanova Kabinetu Ministriv Ukrainy No. 800. 21.08.2019. Available at: <https://zakon.rada.gov.ua/laws/show/800-2019-%D0%BF#Text>
29. Pro Stratehiu liudskoho rozvytku (2021). Ukaz prezidenta ukrainy No. 225/2021. 02.06.2021. Available at: <https://www.president.gov.ua/documents/2252021-39073>
30. Human Development Report 2019. Beyond income, beyond averages, beyond today: Inequalities in human development in the 21st century (2019). United Nations. Available at: <https://hdr.undp.org/content/human-development-report-2019>

Edited by  
Oksana Chaika

## EDUCATIONAL POLICY AND REFORMS: THE IMPACT OF GLOBALIZATION

Oksana Chaika, Natalia Sharmanova, Natalia Berezovska-Savchuk, Svitlana Tolochko,  
Liubov Kanishevska, Oksana Vasiuk, Svitlana Vyhovska, Viktoriya Prylypko, Anzhelika Lesyk,  
Tetiana Korobkina, Natalia Dashenkova, Olena Bakalenko, Viktoriia Omelchenko, Olha Myttseva,  
Hanna Horiachkovska, Nataliia Sas, Lada Samarska, Anna Fastivets, Svitlana Lysenko,  
Lidiia Cherednyk, Tetiana Bielska, Yurii Skyba, Olena Otych, Iryna Drach, Volodymyr Kovtunets,  
Oleksandr Zhabenko, Valerii Yushchuk

Collective monograph

Technical editor I. Prudius  
Desktop publishing T. Serhiienko  
Cover photo Copyright © 2025 Canva

---

TECHNOLOGY CENTER PC®

Published in September 2025

Enlisting the subject of publishing No. 4452 – 10.12.2012

Address: Shatylova dacha str., 4, Kharkiv, Ukraine, 61165

[www.entic.com.ua](http://www.entic.com.ua)

---