

UDC 057. 212

DOI: <https://doi.org/10.33216/2220-6310/2023-105-1-215-225>

FORMATION OF POLYPROFESSIONAL MOBILITY OF FUTURE MANAGERS-ECONOMISTS IN THE CONDITIONS OF EUROINTEGRATION

L. H. Tsybulko

ORCID 0000-0003-1201-3215

S. O. Tasits

ORCID 0000-0002-9914-9323

The article deals with the problem of polyprofessional mobility of students of higher educational institutions of future managers in the conditions of European integration; the role of the mobility of modern specialists in the conditions of fast socio-economic conditions that are rapidly changing is shown; types of mobility (professional, social, academic, international) are considered.

It is stated that the trends in the development of higher education in modern conditions necessitate the transition from "monoprofessional to polyprofessional training", which implies, first of all, the formation of readiness to destroy professional stereotypes, which will provide students with entry into very different professions and relevant social groups; the acquisition of such experience will allow, even at the stage of professional training, to develop the ability for professional activity in the conditions of socio-economic transformation. The definition of polyprofessional mobility of a future specialist is given as a personality quality that provides an internal mechanism for human development; human activity, determined by environment-changing events, the result of which is the self-realization of a person in the profession and life; the process of transformation by a person of himself and his professional and living environment; on the basis of a competent approach, the components of polyprofessional mobility were determined through the development of certain competencies, socio-communicative, educational, general scientific, value-semantic general cultural competencies, which ensures the readiness of future specialists for socially approved productive activities and contributes to the awareness of the need for continuous self-education, constant motivation for learning throughout life, defining the values necessary to live in a complex democratic society, mastering a high level of pedagogical culture.

Key words: professional training, manager-economist, mobility, professional mobility, polyprofessional mobility, competence.

Statement of the problem in general terms and its connection with important scientific and practical problems. The success of a specialist in modern society is determined primarily by the ability to self-development, self-improvement, self-realization, based on a sensitive perception of changes and effective adaptation to them. He must be the creator of activity, have flexible thinking, skillfully use innovations, making them the main mechanism in working with colleagues. The professional mobility of a manager-economist becomes a necessary condition that provides him with the ability to quickly adapt to changes in the content of professional socio-economic activity. The urgency of finding ways to form professional mobility among future managers-economists makes this problem one of the most significant. Since in the conditions of dynamic socio-cultural transformations, a specialist in any field of professional activity is required to master new qualities and competencies. Among the most important, of course, can be attributed mobility as an integrative personal quality that provides advanced adaptation to changing conditions of life.

An analysis of recent studies and publications that provide a solution to this problem, and on which the author relies. The problem of professional mobility of future specialists is studied from different positions, which gives rise to different approaches to its solution. The formation of a system of multi-professional mobility in Ukraine and the aggravation of international competition objectively require a radical change in approaches to the training of future managers, ensuring the formation of their professional competence and professional mobility, adequate to modern European standards.

The processes of globalization, rapid information and technological progress, the deepening of intercultural mutual influences, as well as the strengthening of the trend of cyclically crisis world economic development require the search and use of innovative mechanisms to increase the competitiveness of future managers in the context of European integration. In the context of adaptation to new challenges, the tasks and content of managers included in the dynamic processes of internationalization and globalization are being adjusted.

The analysis of scientific, psychological and pedagogical literature on the problem of professional mobility of future managers-economists, the study of professional activity, the use of professional activity styles, in particular managerial, effective leadership, shows that the formation of polyprofessional mobility of future managers in the context of European integration is one of the priority tasks of psychological and pedagogical research, as well as in the theory and practice of management and management and is studied in the following areas: the subject of scientific management, the rationale for the principles of management, the manager's professional activities in the context of various approaches (S. Belozеров, O. Derkach, Yu. Emelyanov, A. Zhuravlev, Nikiforov,

V. Rubakhin, L. Svetsitsky, O. Sitnikov, S. Umansky, G. Shchekin, M. Weber, P. Drucker, R. Likert, E. Mayo, F. Taylor, A. Fayol,); studying the professional training of future managers (L. Baranovskaya, L. Vlodyarska-Zola, N. Zamkova, O. Kapitanets, V. Kozakov, V. Liventsova). So, most scientists agree on the need for a significant update of the content and technology of training modern management specialists.

Thus, modern society in the conditions of intensive information development puts forward high requirements for the level of professional training of future qualified workers capable of effectively fulfilling a social and professional role. The defining characteristics of a modern qualified worker are independence, non-standard thinking and actions, the effectiveness of solving professional and life tasks of different levels, the ability to be a subject of professional development and his professional mobility.

Isolation of previously unsolved parts of the general problem to which this article is devoted. The analysis of the above scientific studies allows us to determine the contradictions between the need to train professional creative graduates ready to work in new socio-cultural and economic conditions and the insufficient focus of higher education institutions on the formation of professional mobility of future economic specialists, in particular managers-economists, as an integral characteristic of their effective performance. Future professional functions substantiate the direction of our research.

Formulation of the objectives of the article (statement of the problem). Appeal to the problem of the formation of polyprofessional mobility of future managers of the economic direction, the need to build the logic of analysis of the available theoretical material on this topic, namely: to highlight the problematic circle of concepts of mobility, professional mobility, the field of professional mobility and its components.

Presentation of the main material with full substantiation of the obtained scientific results. The implementation of any professional activity poses certain requirements for a person: he must be professionally competent, socially adapted, active, etc. Working in constantly changing conditions, the teacher must be ready for possible changes. From our point of view, this state can be designated as “mobility” (Великий тлумачний словник сучасної української мови, 2001).

The concept of mobility was first used in 1927 by P. Sorokin to designate those personality traits that contribute to rapid professional and social adaptation to society. Among the types of social mobility, P. Sorokin singled out vertical mobility (movement of an individual or group in the system of social hierarchy, including a change in social status) and horizontal mobility (movement of an individual or group in a social structure without changing social status (change of citizenship, religion, place of residence or work, professions) (Сорокин, 1992).

Mobility is an interdisciplinary concept. This quality is associated by researchers with the flexibility and mobility of motivation, conscious change in stereotypes and plasticity. For successful implementation in the modern world, a person needs to have psychological flexibility, the ability to make choices and carry out creative activities, and be mobile. To do this, a person needs awareness of their internal orientations.

Although researchers define mobility as a social phenomenon, when they study it, they analyze the type of mobility that suits their scientific interest. Thus, several types of mobility are distinguished: social; professional; sociocultural; cultural; academic. There is also personal mobility, which underlies the formation of other types of personal mobility and determines their level of development.

Before realizing the existing potential of mobility, it is necessary to form it. Formed personal mobility allows you to choose the trajectory of other types of mobility without harming the personality, for the purposes of effective self-improvement. That is, mobility depends on the individual characteristics of a person, such as needs, interests, value orientations, moral qualities and other motivational factors. It is possible to determine the mobility implementation scheme by the following main elements: needs – interests – motives. Mobility is divided into horizontal and vertical. Horizontal mobility is the transition of an individual from one social group to another, located at the same level. Vertical mobility is the movement of a person up or down the corporate ladder (Головня, 2017).

Distinguish between individual mobility – the movement of one person independently of others, and group mobility – the movement occurs collectively. In addition, geographical mobility is distinguished - moving from one place to another while maintaining the same status (international and interregional tourism). As a kind of geographical mobility, the concept of migration is distinguished – moving from one place to another with a change in status. Currently, in various fields of scientific knowledge, mobility is being studied as a holistic formation and its individual types (Сушенцева, 2011).

Sociocultural mobility is a creative process, since during human activity, new values are created, a new society and new relationships are built. The mobility of the internal states of social subjects is socio-cultural mobility. Sociocultural mobility is manifested in the subjective side of the individual's activity and is an integral, most dynamic element of the social process.

Speaking about socio-cultural mobility, it is also necessary to note the following personality traits that determine the formation of this type of mobility: moral reputation of behavior, spirituality, ecological culture, communication, social creativity, ability to cooperate, self-control and reflection. Speaking of cultural mobility, we mean the ability of a person to think freely and critically, to

reflect on events, to find non-standard solutions in new situations, to anticipate the nature and course of changes, both in the area under study and in social development (Іванченко, 2005).

Cultural mobility provides a variety and liveliness of human thought and speech, an innovative approach to solving problems. In various countries, the concept of “academic mobility” has historically acquired its own specific coloring. In the US, it means various student exchange programs and educational programs. In Europe, with the development of integration processes, this concept has received a broader interpretation, which includes elements of programs designed for the mobility of faculty, scientific programs and advanced training programs, including information and communication mobility (Фамілярська, 2017).

Social mobility is defined by researchers as the movement of groups and individuals from one social position to another. Since the end of the 20th century, with the intensification of integration processes in education, the terms “academic” and “professional mobility” have been actively developed. Academic mobility is interpreted as “a form (one of the forms) of organizing student learning associated with moving to another university for a limited period of time, with a return to the base university to complete the studies” (Кузміч, 2012).

A deep analysis of foreign studies allows us to formulate the conclusion that as a result of mobility, not only other processes of human life are activated, but also its professional productivity increases, the speed and efficiency of socio-economic phenomena and processes increase (Рідкодубська, 2016).

The subject of special research in modern conditions is international mobility, studying the impact of mobility on the effective development of students' competencies and strengthening the competitive advantages of domestic education in the market of international educational services, in particular future economists (Іванченко, 2005). A number of authors do not consider it appropriate to single out different types of mobility, considering an “open psychological system” as a mobile personality, the leading characteristics of which are activity, plasticity, which allows the personality to change depending on the prevailing circumstances (Горбачова, 2017).

Thus, professional mobility is most often understood as such an integral personal quality that ensures readiness to switch between different types of activity, readiness to change professions and specialties and master new professional and personal competencies (Гринько, 2012).

Noteworthy is the approach that considers professional mobility as an integrative quality of a person that ensures the professional development of a specialist and his professional adaptation (Головня, 2017).

In the context of our study, an important question arises about the relationship between professional and social mobility. Socio-economic and socio-

political transformations in different historical periods in a certain way influenced the interpretation of the concept of mobility. The concepts of “social mobility” and “professional mobility” are separated. This is how professional mobility can be considered as a type of social mobility: socio-professional mobility (change of profession, accompanied by a change in social status). With the advent of the XXI century. Representatives of pedagogical science actively engaged in the study of the phenomenon of mobility. Scientists convincingly prove a direct relationship between education and mobility. From his point of view, the more educated a person is, the more mobile he is. If in situations of stability social mobility in a certain sense contradicts competence, then in a developing society mobility and education are closely interconnected.

Considering the trends in the development of higher education in modern conditions, experts emphasize the need to move from “mono-professional to poly-professional training”, which implies, first of all, the formation of readiness to destroy professional stereotypes. Such preparation will provide students with entry into very different professions and relevant social groups. The acquisition of such experience will allow, even at the stage of professional training, to develop the ability for professional activity in the conditions of socio-economic transformation (Латуша, 2014).

Thus, we can formulate the conclusion that the activity of the individual, its flexibility, interest in new experience, new ways of professional activity, adaptability are the conditions for the development of social and professional mobility of students in modern conditions.

Professional mobility is defined as the process of moving individuals between groups within the professional structure of society, participating in which they completely or partially change their professional status (Павленко, 2017).

The basis of professional mobility of the individual is a high level of professional knowledge, possession of professional techniques and skills, their effective and high-quality application when performing any tasks in the field of their profession.

The concept of professional mobility can be considered from two positions: 1) on the one hand, it is a change in positions caused by external conditions, namely: the lack of jobs, low wages, everyday disorder of workers, which necessitates their adaptation to real life positions; 2) on the other hand, professional mobility can be considered as internal freedom, self-improvement of the individual, based on stable values and the need for self-organization, self-determination and self-development, the ability to quickly respond to changes in society due to education and professional competence.

Professional mobility is a mechanism of social adaptation that allows a person to manage the resources of subjectivity and professional behavior. The

level of professional mobility determines the level of adaptability and competitiveness of an individual in the labor market.

In the structure of professional mobility, he distinguishes three interrelated components: the quality of the individual, which provides the internal mechanism for human development; human activity determined by changes in the social environment, the result of which is the professional and personal self-realization of a person; the process of transformation by a person of himself and his professional and living environment.

Multi-professional mobility of future managers is one of the highest professional guidelines for self-development and focuses on:

- personal competence – a set of competencies related to the individual (a set of characteristic qualities of an individual): initiative, self-confidence, creativity, ability to adapt to a changing environment, willingness to take risks; value-semantic competencies of employees in the hospitality industry; competencies of personal self-development, self-regulation, etc.;

- professional competence – a set of human competencies related to his profession (ability to perform work): knowledge, skill and experience in solving problem situations that he owns in the field of profession; possession of the skills of planning, designing and forecasting the development of the economic sphere; modelling situations for services in the economic direction; knowledge of specialized computer programs;

- social competence – a set of human competencies related to his social life (the ability to live and work in society, sociability, goodwill, the ability to use / work with other people, the ability to overcome conflicts, tolerance, the ability to self-organize), setting and achieving goals, decision making; social and professional mobility; ability to conduct presentations and negotiations; knowledge of foreign languages, etc.

Conclusions. Therefore, the problem of polyprofessional mobility is relevant, since today a dynamic society needs specialists who are able to work effectively in changing situations, find creative solutions and use professional knowledge, skills, and abilities in a new way. Society is interested in such a specialist who can think independently and solve various problems, apply the knowledge gained in the learning process; owns critical and creative thinking; able to acquire new knowledge capable of self-learning. In such a society, a person quite often finds himself in a situation of choice, building his life trajectory, which in the information society is quite dynamic and can change depending on circumstances and transformational processes both in society and in the individual himself. The situation of choice on the life path of a person is the key moment when mobility is manifested. And since a person's life path is interconnected with his professional trajectory, then at such turning points, the multi-professional

mobility of the individual is also manifested. The above analysis of the scientific literature provides the best understanding of the basic concepts in our study of “mobility”, “professional mobility”, “polyprofessional mobility” logical interdisciplinary integral study of polyprofessional mobility as an integral construct that provides an internal mechanism for human development; human activity, determined by environment-changing events, the result of which is the self-realization of a person in the profession and life; the process of transformation by a person of himself and his professional and living environment.

Література

1. Великий тлумачний словник сучасної української мови / уклад. і голов. ред. В. Т. Бусел. Київ; Ірпінь: «Перун», 2001. 1440 с.
2. Горбачова, І. І. Професійна мобільність вчителя в мінливому освітньому середовищі. *Теорія та методика навчання та виховання*, 2017, Вип. 43, С. 59-68.
3. Гринько, В. О. Психологічні засади розвитку професійної мобільності викладача вищої школи: автореф. дис. ... канд. психол. наук: 19.00.07; Київ. ун-т ім. Бориса Грінченка. Київ, 2012, 20 с.
4. Головня Н. М. Формування професійної мобільності майбутнього вчителя на засадах дидактичного вибору. дис. ... пед. наук: 13.00.08 Полтавський національний педагогічний університет ім. В.Г. Короленка. Полтава, 2017. 220 с.
5. Іванченко Є. А. Формування професійної мобільності майбутніх економістів у процесі навчання у вищих навчальних закладах: дис. ... канд. пед. наук : 13.00.04 «теорія та методика професійної освіти» / Південноукр. держ. пед. ун-т ім. К. Д. Ушинського. Одеса, 2005. 262 с.
6. Кузьміч Т. А. Проектування педагогічного простору для стимулювання внутрішньої і зовнішньої мобільності учасників навчально-виховного процесу: метод. рек. Херсонська академія неперервної освіти. Херсон, 2012. 18 с.
7. Латуша, Н. В. Поняття «професійна мобільність» у педагогічному аспекті. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Серія: педагогіка і психологія*. 2014, Вип. 42(2). С. 6-10. URL: http://nbuv.gov.ua/UJRN/Nzvdpu_pp_2014_42%282%29_3 (дата звернення 12.01 2023)
8. Павленко, М. С. До проблеми сутності поняття «розвиток професійної мобільності». *Молодий вчений*, 2017, № 1, С. 494-498. URL: http://nbuv.gov.ua/UJRN/molv_2017_1_118 (дата звернення 12.01 2023)
9. Пілецька, Л. С. Мобільність як необхідна умова професійного становлення особистості. *Психологія і особистість*, 2015, № 2 (8), Ч. 1, С. 243-256.
10. Пріма, Р. М. Теоретико-методичні засади формування професійної мобільності майбутнього фахівця початкової освіти: автореф. дис. ... д-ра пед. наук: 13.00.04, Держ. заклад «Південноукраїнський нац. пед. ун-т ім. К. Д. Ушинського», Одеса, 2010. 48 с.

11. Рідкодубська, А. А. Наукові підходи до проблеми професійної мобільності майбутнього фахівця соціальної сфери. *Фізико-математична освіта: наук. журнал*, 2016, Вип. 4(10), с. 105-107.
12. Сорокин П. А. Человек. Цивилизация. Общество / Общ. ред., сост. и предисл. А. Ю. Согомонов; пер. с англ. Москва : Политиздат, 1992, 543 с.
13. Сушенцева Л. Професійна мобільність як сучасна педагогічна проблема. *Креативна педагогіка* : наук.-метод. журн. 2011. Вип. 1. С. 129–136.
14. Фамілярська, Л. Л. Розвиток інформаційно-комунікаційної мобільності педагога в освітньому середовищі післядипломної освіти: автореф. дис. ... канд. пед. наук: 13.00.04; МОНУ, Житомирський держ. ун-т ім. І. Франка. Житомир, 2017, 20 с.

References

1. Velyki tлумachnyi slovnyk suchasnoi ukrainskoi movy [A large explanatory dictionary of the modern Ukrainian language]. uklad. i holov. red. V. T. Busel. (2001). Kyiv; Irpin: «Perun» (ukr).
2. Horbachova, I. I. (2017). Profesiina mobilnist vchytelia v minlyvomu osvitnomu seredovyschi [Professional mobility of a teacher in a changing educational environment]. *Teoriia ta metodyka navchannia ta vykhovannia*, Vyp. 43, S. 59-68. (ukr).
3. Hrynko, V. O. (2012). Psykholohichni zasady rozvytku profesiinoi mobilnosti vykladacha vyshchoi shkoly [Psychological foundations of the development of professional mobility of a teacher of a higher school]: avtoref. dys. ... kand. psykhol. nauk: 19.00.07; Kyiv. un-t im. Borysa Hrinchenka. Kyiv (ukr).
4. Holovnia, N. M. (2017). Formuvannia profesiinoi mobilnosti maibutnoho vchytelia na zasadakh dydaktychnoho vyboru [Formation of professional mobility of the future teacher on the basis of didactic choice]. dys. ... ped.nauk: 13.00.08 Poltavskiy natsionalnyi pedahohichnyi univesytet im. V.H. Korolenka. Poltava (ukr).
5. Ivanchenko, Ye. A. (2005). Formuvannia profesiinoi mobilnosti maibutnikh ekonomistiv u protsesi navchannia u vyshchych navchalnykh zakladakh [Formation of professional mobility of future economists in the process of training in higher educational institutions]: dys. ... kand. ped. nauk : 13.00.04 «teoriia ta metodyka profesiinoi osvity»/ Pivdenoukr. derzh. ped. un-t im. K. D. Ushynskoho. Odesa (ukr).
6. Kuzmich, T. A. (2012). Proektuvannia pedahohichnoho prostoru dlia stymuliuвання vnutrishnoi i zovnishnoi mobilnosti uchasykiv navchalno-vykhovnoho protsesu [Designing a pedagogical space to stimulate internal and external mobility of participants in the educational process]: metod. rek. Khersonska akademiia neperervnoi osvity. Kherson (ukr).
7. Latusha, N. V. (2014). Poniattia «profesiina mobilnist» u pedahohichnomu aspekti [The concept of "professional mobility" in the pedagogical aspect]. *Naukovi zapysky Vinnytskoho derzhavnogo pedahohichnoho univertsytetu imeni Mykhaila Kotsiubynskoho. Seriya: pedahohika i psykholohiia*. Vyp. 42(2). S. 6-10. Retrieved from: http://nbuv.gov.ua/UJRN/Nzvdpu_pp_2014_42%282%29_3 (date of appeal: 12.01.2023) (ukr).

8. Pavlenko, M. S. (2017). Do problemy sutnosti poniattia «rozvytok profesiinoi mobilnosti» [To the problem of the essence of the concept "development of professional mobility"]. *Molodyi vchenyi*, № 1, S. 494-498. Retrieved from: http://nbuv.gov.ua/UJRN/molv_2017_1_118 (date of appeal: 12.01.2023) (ukr).
9. Piletska, L. S. (2015). Mobilnist yak neobkhdna umova profesiinoho stanovlennia osobystosti [Mobility as a necessary condition for the professional formation of an individual]. *Psykhologhiia i osobystist*, № 2 (8), Ch. 1, C. 243-256 (ukr).
10. Prima, R. M. (2010). Teoretyko-metodychni zasady formuvannia profesiinoi mobilnosti maibutnoho fakhivtsia pochatkovoï osvity [Theoretical and methodological principles of formation of professional mobility of the future specialist of primary education]: avtoref. dys. ... d-ra ped. nauk: 13.00.04, Derzh. zaklad «Pivdenoukrainskyi nats. ped. un-t im. K. D. Ushynskoho», Odesa (ukr).
11. Ridkodubska, A. A. (2016). Naukovi pidkhody do problemy profesiinoi mobilnosti maibutnoho fakhivtsia sotsialnoi sfery [Scientific approaches to the problem of professional mobility of future specialists in the social sphere]. *Fyzyko-matematychna osvita: nauk. zhurnal*, Vyp. 4 (10), S. 105-107 (ukr).
12. Sorokyn, P. A. (1992). Chelovek. Tsyvylizatsiia. Obshchestvo [Human. Civilization. Society] / Obshch. red., sost. y predysl. A. Yu. Sohomonov: per. s anhl. Moskva : Polytyzdat (ukr).
13. Sushentseva, L. (2011). Profesiina mobilnist yak suchasna pedahohichna problema [Professional mobility as a modern pedagogical problem.]. *Kreatyvna pedahohika : nauk.-metod. zhurn.* Vyp. 1. S. 129–136 (ukr).
14. Familiarska, L. L. (2017). Rozvytok informatsiino-komunikatsiinoi mobilnosti pedahoha v osvitnomu seredovyshchi pisliadyplomnoi osvity [Development of information and communication mobility of the teacher in the educational environment of postgraduate education]: avtoref. dys. ... kand. ped. nauk: 13.00.04; MONU, Zhytomyrskyi derzh. un-t im. I. Franka. Zhytomyr (ukr).

ФОРМУВАННЯ ПОЛІПРОФЕСІЙНОЇ МОБІЛЬНОСТІ МАЙБУТНІХ МЕНЕДЖЕРІВ-ЕКОНОМІСТІВ В УМОВАХ ЄВРОІНТЕГРАЦІЇ

Л. Г. Цибулько, С. О. Тасиць

У статті розглядається проблема поліпрофесійної мобільності студентів вищих навчальних закладів майбутніх менеджерів за умов євроінтеграції; показано роль мобільності сучасних фахівців в умовах швидких соціально-економічних змін; розглянуто види мобільності (професійна, соціальна, академічна, міжнародна).

Констатується, що тенденції розвитку вищої освіти в сучасних умовах викликають необхідність переходу від «монопрофесійної до поліпрофесійної підготовки», що передбачає насамперед формування готовності до руйнування професійних стереотипів, що забезпечить студентам входження до різних професій та відповідних соціальних груп; набуття такого досвіду дозволить ще на етапі професійної підготовки розвивати здатність до професійної діяльності в умовах соціально-економічної трансформації.

Дано визначення поліпрофесійної мобільності майбутнього спеціаліста як якість особистості, що забезпечує внутрішній механізм розвитку людини; діяльність людини, детерміновану подіями, що змінюють середу, результатом якої виступає самореалізація людини в професії та житті; процес перетворення людиною самого себе та навколишнього її професійного та життєвого середовища; на підставі компетентного підходу визначено складові поліпрофесійної мобільності через розвиток певних компетенцій: соціально-комунікативних, освітніх, загальнонаукових, ціннісно-сміслових, загальнокультурних, що забезпечують готовність майбутніх спеціалістів до суспільно схваленої продуктивної діяльності та сприяють усвідомленню необхідності безперервної мотивації; всього життя, визначення цінностей, необхідних для того, щоб жити в умовах складного демократичного суспільства, оволодіння високим рівнем педагогічної культури.

Ключові слова: професійна підготовка, менеджер-економіст, мобільність, професійна мобільність, поліпрофесійна мобільність, компетентність.

Цибулько Людмила Григорівна – доктор педагогічних наук, доцент, в.о. зав. кафедри педагогіки ДВНЗ «Донбаський державний педагогічний університет» (м. Дніпро, Україна). E-mail: luda.czibulcko@gmail.com

Tsybulko Liudmyla Hryhorivna – Doctor of Pedagogical Sciences, Associate Professor, Acting Head of Pedagogy Department, SHEI “Donbas State Pedagogical University (Dnipro, Ukraine). E-mail: luda.czibulcko@gmail.com

Тасиць Сергій Олександрович – аспірант першого року навчання кафедри теорії і практики технологічної та професійної освіти ДВНЗ «Донбаський державний педагогічний університет» (м. Дніпро, Україна). E-mail: tasits.s.a@gmail.com

Tasits Serhii Oleksandrovych – Postgraduate student of the first year of study of the Department of Theory and Practice of Technological and Vocational Education of the State Higher Educational Institution, Donbass State Pedagogical University (Dnipro, Ukraine). E-mail: tasits.s.a@gmail.com