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EFFICIENCY OF IMPLEMENTATION OF STATE POLICY IN THE FIELD OF EDUCATION ON NATIONAL UPBRINGING

EFICIENCIA DE LA APLICACIÓN DE LA POLÍTICA ESTATAL EN EL ÁMBITO DE LA EDUCACIÓN SOBRE LA EDUCACIÓN

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ABSTRACT

The authors of the article approach the disclosure of the peculiarities of the functioning of educational institutions as an organization (macro-theoretical level) and the student's life world (meso- and micro-theoretical levels of philosophical and educational reflection) in the democratization of upbringing, including national education, which requires new management. The managerial and bureaucratic aspect of the functioning of educational institutions is closely related to their tasks as a formalized organization of the educational process and their material support, including control of improving efficiency and establishing links with other educational institutions, which is an important prerequisite for the development of education in democracy as governance inferior to other forms. The conclusions emphasize that in the life world of the educational institute there is also a professionalization of teachers, youth cultures and myths are formed.

Keywords:

Governance, education, culture, society, democratization, national upbringing, public policy.

RESUMEN

Los autores del artículo abordan la divulgación de las peculiaridades del funcionamiento de las instituciones educativas como organización (nivel macro teórico) y el mundo de la vida del estudiante (niveles meso y micro teóricos de reflexión filosófica y educativa) en la democratización de la educación. , incluida la educación nacional, que requiere una nueva gestión. El aspecto gerencial y burocrático del funcionamiento de las instituciones educativas está estrechamente relacionado con sus tareas como organización formalizada del proceso educativo y su apoyo material, incluido el control para mejorar la eficiencia y establecer vínculos con otras instituciones educativas, lo cual es un requisito previo importante para desarrollo de la educación en democracia como gobierno inferior a otras formas. Las conclusiones enfatizan que en el mundo de la vida del instituto educativo también existe una profesionalización de los docentes, se forman culturas juveniles y mitos.

Palabras clave:

Gobernanza, educación, cultura, sociedad, democratización, educación nacional, políticas públicas.

INTRODUCTION

Understanding the broad significance of the educational category “Bildung” as a combination of upbringing, education, culture was studied. It is important to find out the impact of such art on the educational institution for the socialization of student youth, which is facilitated by the democratization of education, taking into account national characteristics and cultural differences. It is expedient to find out the specifics of societies, which overlap with young people’s choice of their individual model of behavior, ability to socialize in an environment where the educational environment is seen as an educational space where the Internet offers its individual users enormous resources on the one hand. on the development of democratic and publicly oriented forms of communication), but it is important to emphasize the inequality of its impact due to limited access to what is called the digital divide (digital divide).

And under these conditions, it is necessary to clarify the identity of the “I” in the information society. Thus, Castells (2000), considers identity as a process through which a social actor recognizes himself and constructs meanings on the basis of a given cultural property or set of properties, excluding a broader correlation with other social structures. Social relations are determined on the basis of those cultural characteristics that specify identity. In the future, examining the life choices of people in the welfare state, the researcher already emphasizes: *“do not reduce your life choices to options. Money, the researcher emphasizes, is good, but life is even better, and the value of life should not depend on the value of money”* (Castells, 2000). Another study focuses on the era of consumption as an era of deep alienation.

For the effective implementation of reforms in educational institutions, it is important to characterize the educational institution as a kind of living space of the younger generation, which in turn requires the creation of mechanisms for the formation of social competence. Modeling of personality behavior in modern sociocultural contexts, research of methodological principles and forecasting of prospects of personality socialization are also relevant, where the emphasis is on the relevance of conscious choice of personality behavior in the process of socialization, deviant behavior, constructiveness, destructiveness, rationality, irrationality.

Today, it is impossible to consider education separately without connection with modern culture, both national and world. Therefore, there is a need to focus on certain aspects that significantly affect worldviews and values, including the cultural revolutions that have befallen generations of teachers and parents of modern students who

share or do not accept new standards. The educational system is characterized by a great variety of types and kinds of educational institutions. It is clear that the flexibility and variability of the system should provide positive results. And further modernization should include increasing the quality of education and upbringing of students, effective development of their interests and abilities, improving the success of admission to higher education and secondary vocational institutions already *“in terms of the ability to prepare their students for a new future that will remain unknown. knowledge should be replaced by learning to make decisions”*. (Luhmann, 2014)

Thus, today, in the conditions of transformation of the whole society, the problem of youth adaptation to short-term changes in both cultural, educational and socio-economic spheres of life becomes especially relevant, as the preservation of meaningless consumer worldview leads to the future demise of civilization (Kostetska, et al., 2020). Undoubtedly, under these conditions, today the younger generation is the most vulnerable and vulnerable category of society. At the beginning, such qualities as readiness to adapt in the modern world, communication and assessment skills, and key social competencies in general were not successfully developed. This is a multifaceted problem, and its solution involves a number of new management actions, including the implementation of management on democratic principles. These qualities need to be developed in the school environment, because today society requires constant solutions to complex issues and problems, including in education, when it is difficult for a young person to navigate in the modern industrial world, to choose certain spiritual guidelines based on national culture.

The purpose of the article is to theoretically substantiate and experimentally test the effectiveness of didactic conditions for the formation of ethno-artistic culture of students as a component of national education. The objectives of the study are: theoretical substantiation of the peculiarities of the functioning of educational institutions as an organization (macro-theoretical level) and the life of the student (meso- and micro-theoretical levels of philosophical and educational reflection) in the democratization of education, including national education, which requires effective public policy; identify criteria and indicators of patriotic bringing up of students; determine the state of implementation of state policy in the field of education for national bringing; compare the dynamics of the levels of formation of ethno-artistic culture during the experiment; to form conclusions about the effectiveness of the method of formation of ethno-artistic culture of students.

DEVELOPMENT

It is important to emphasize the peculiarity of today's education – the transition from a closed, nationally limited school to a common educational space, which emphasizes the Council of Europe. One of the main tasks is the formation of democratic values, which cannot be formed by old verbal methods without active joint activity in both formal and non-formal education. Dewey (2009), attached great importance to education through the methods of project activities, when educating certain specific actions. Actions are chosen according to certain worldview values.

Husserl's (2004), statement about the living world as a world in which we live, as a single, concrete real world, soil and horizon of theoretical and non-theoretical practice, which in turn is a vision of the whole human world and the ability to organize it differently, is relevant. of his own choice. It is important to remember that despite some reforms in most even developed countries, the so-called "hidden course of study" has been preserved in the field of education, which is characterized by punctuality, the ability to obey, the ability to perform mechanical, monotonous work. Citing this aspect, the researchers emphasized the importance of forming a flexible and manageable workforce.

But today, presenting modern education, upbringing, culture as the life world of the younger generation, we will remember the important components of this space: self-development, self-realization, self-regulation, development of activity in childhood and its further development, personal growth, which is freely planned the person himself. Therefore, when planning a varied individual program of personal development in educational institutions, developing practical social projects, both group and individual, it is necessary to take into account not only the existing cognitive preferences and motives of students, which are sometimes formed under the influence of undesirable priorities.

It is important to link social competence with the ability to transform the experience of entering society through the establishment of practical social interaction between all institutions of modern society, the ability to build communicative communication and adapt to real living conditions in school, which the author emphasizes in Sahuichenko (2019a). Husserl's (1989), research on the revival of Europe on a philosophical basis of reason is a phoenix of new vitality and inspiration for future humanity. Thus, the researcher emphasizes the importance of philosophical reflection in the practical activities of society, which becomes relevant in the context of our study for the practical activities of educational institutions.

Countries that have succeeded in implementing a state policy with 100% coverage of preschool education for all children, consider this the main thing in achieving further systemic quality education of student youth. It is positive that the consolidation of this strategy at the state level in our country, as well as in Finland – a country of leaders in educational reforms, which have been going on in this country for over 40 years, where previous reforms are not canceled by the next steps, maintaining a systematic approach to reform. In the same Finland, the difference between high and low student ratings in international monitoring systems is only about five percent. This high figure indicates a quality education for all students in a country where there is no social stratification by level of education. It is no coincidence that the percentage of wealthy and low-income citizens of this country is still the same five percent, which characterizes Finland as a country with a high level of social policy capable of ensuring a certain social justice.

Today, there is a trend towards a systematic decline in the number of children, according to a report by the Organization for Economic Cooperation and Development's Center for Research and Innovation in Education, which raises the issue of student reduction, school closures and possible restrictions on school choice.

The German philosopher Hegel, who was directly related to school education (a fact from his biography: he worked for about 10 years as a high school principal), tried to prevent social inequality through the rules of equality, first of all, before God, before the law. Today's educators focus on education as a learning process and do not think about what education is for the future life of the graduate, whether it does not pose the first challenges for future social stratification. The annual statistics of international organizations engaged in the study of educational processes will be useful. Thus, the annual European study shows the development of the economy of the Organization for Economic Cooperation and Development countries depending on a sufficient number of highly skilled workers, which confirms the relationship between education and future well-being, and emphasizes the declining employment rate, unemployment (Organization for Economic Cooperation and Development, 2015). Under these conditions, it is easy to predict: which category of people has a chance to keep their jobs or adapt to new situations of market competition in the presence of these risks.

Another study raises the issue of the human factor, psychological and social nature in making appropriate decisions in development policy, it is about the social risks associated with poverty and responsibility for these processes of man and the state.

There is an interesting annual systematic study conducted by the United Nations under the Development Program (2015), since 1990 as an independent analytical study, which is confirmed by empirical substantiation of issues related to human capital development, including monitoring the level of education and access to education.

These studies show that there are many reasons for inequality – certain wage policies in the market, other modern sources of funding that are not available to all citizens, health, taxes, even gender and migration policies, access to quality education and the ability to increase their professional qualifications throughout life.

Modern information technologies make it possible to monitor the ranking of educational institutions, from preschools to universities. There are international monitoring systems that monitor the effectiveness of national education systems, the effectiveness of national educational policies. And the main thing in this choice is the personality of the educator, teacher, his ability or absence to work for the result – the child receives a quality education. It is important to find out what are the requirements for teachers and educators in the chosen educational institution and how they comply with the Protocol on the rules of employment of teachers in EU countries. This study shows: ***“The country must have an effective strategy to improve the attractiveness of the teaching profession, ensure the admission and retention of the best competent teachers”*** (United Kingdom. National Union of Teachers, 2004). The European document testifies to the strategic importance of highly qualified teachers for the educational policy of the countries, which is confirmed by other expert studies (Schleicher, 2012, 2015).

These trends coincide with the basic requirements for the teaching profession, which are summarized in the study of Sahuichenko (2019b), and in the Analytical Report of the International Summit on the teaching profession. These include the selection of future teachers, training in the best educational institutions, the problems of professional development, the achievement of strategic partnerships between the state and professional teachers' unions (Schleicher, 2015).

The early division of schools into strengths and weaknesses leads to a large distribution of students by performance, which is confirmed by research. As our personal and most convincing experience shows, the strongest motivation for a person is our meeting with another person who is interesting and authoritative for us. And such another – an interesting and authoritative person, is or should be a teacher. It is no coincidence that there is an international Teach for all program in the world for the development of

all school education by attracting the best teachers and the best graduates of higher education institutions to work in all schools.

Thus, we move to the plane of the philosophy of communications, as discussed in the work of Sahuichenko (2019a). Under these conditions, schools become open to the social and cultural environment. They continue to develop and, thanks to their efforts, become good schools, whose rating is recognized by themselves and the external environment. However, this does not mean stopping the process of their further development.

It is important to emphasize that today German evolutionary pedagogy criticizes both authoritarian and free education. The fascination with anti-authoritarian education has given way to a balanced educational practice, the characteristic feature of which is a culture of free choice and a certain freedom. There is room for a modern subject of an educational institute with a new philosophy of education in the context of changing management, taking into account democratic processes with an important component – national education. Popper's (1963), research shows that the alarming symptoms of the fact that man and society as a whole often do not realize the need for such a way of thinking and practical action, and this will respond to future possible devastating consequences at micro and macro levels of various spheres of human life and educational institutions (Bodnar, Mirkovich & Koval, 2019). This is largely due to the orientation of pedagogical professional education on the formation of the spiritual world of teachers as narrow specialists, not as a creative person, his worldview, misunderstanding of their role and place in society, the future consequences of their activities.

Since the result of national education of students in the educational process depends on the effectiveness of public policy and successful pedagogical leadership, research on the management of pedagogical processes has become important. To test the effectiveness of the implementation of state policy in the field of national education, the method of pedagogical experiment was applied, which was conducted in the usual educational process. The first stage of the experiment (information) was aimed at solving the following main tasks:

1. 1) to find out how students, their parents and teachers understand the concepts of “culture” and “ethno-artistic culture”;
2. 2) to identify the degree of readiness of teachers to work on the formation of ethno-artistic culture of primary school students;

The main methods of the observational experiment were: attending and analyzing lessons; observation of creative activity of students in the classroom and analysis of their results; individual conversations with students and teachers; questionnaires of students and teachers; analysis of the results of experimental tasks, creative work; observation of extracurricular activities.

The purpose of the observational experiment is to identify the initial level of patriotic upbringing of schoolchildren. Interviews of students (447) and teachers (42) were conducted by a pre-arranged program (questionnaire). The interviewers were employees who have the ability to easily get in touch with the interlocutor, casually and skillfully ask questions, manage the course of the interview. Employees who interviewed teachers and students followed the rules. First of all, the interview took place in private with the participant without outsiders. Its duration did not exceed 20 minutes. The questions were asked from memory and had the spirit of casual conversation. The answers were recorded during the interview in a notebook in the form of short notes, which were then deciphered and recorded in a standard questionnaire.

Questionnaires were compiled taking into account modern requirements to them. Particular attention during the compilation of questionnaires was paid to the formulation of questions, which in order to unambiguously understand them by students were subjected to primary standardization, as well as the simplicity and accessibility of their subsequent processing.

To find out the ideas of junior schoolchildren about the essence of ethno-artistic culture, a questionnaire was conducted in which students of 2nd (129) and 4th (119) grades took part. Given the age of the students, they were asked to answer the following questions:

1. What folk tales do you know? What objects of folk culture occur there?
2. Do you like folk music? What folk instruments do you know?
3. Why does a person need a fairy tale?
4. What folk songs and holidays do you know?
5. About whom, (or about what) is sung in Ukrainian folk songs. Why?
6. Name what Ukrainian folk instruments you know.
7. Would you like to know more about Ukrainian culture?
8. Draw a picture based on a folk tale, proverb, saying.

Based on drawings on folk themes, it was decided to make a school exhibition. Among 2nd grade students to

the question: "What folk tales do you know?" no one could list at least a few folk tales. Only 28.8% of respondents named some heroes from folk tales, of which 8.6% "were able to remember folk objects and describe them" when asked "Do you like folk music?" 2.5% "claim that folk and classical music are one and the same", 10.7% "answered that they do not know what folk music is", to the question "What folk songs and holidays do you know?" 31.2% "listed most of the Russian holidays and songs, Ukrainian almost do not know", to the question "Why does a person need a fairy tale?" 40% of respondents said they did not know. These figures suggest that most 2nd graders do not have a clear idea of the essence of ethno-artistic culture. A large percentage of incorrect answers (71.2%) allows us to talk about the unsatisfactory state of the school in this direction,

A slightly different picture is given in the answers of fourth graders. The analysis of the answers showed greater depth and diversity in the answers to the questions. Thus, 11.5% of them, when asked "What folk tales do you know?", "Were able to list more than three folk tales and even briefly retell what we are talking about", 8.7% "were able to remember a few folk subjects and tell why they are needed", 8.6% believe that "folk music is not needed, that there is more interesting modern music", 5.7% - say "can and will like folk music, but I've never heard it", 7.5% answered that "they know about several folk festivals, but never took part in them", to the question "Why does a person need a fairy tale?" 28% do not know the answer to this question, 21.3% did not think about this question.

Comparing the answers of students in grades 2-4 allows us to say that with age there is an expansion of their ideas about the essence of ethno-artistic culture. If the second-graders did not have the correct answers, then 17% of the fourth-graders gave, though not complete, but close to the correct answers. In addition, 40% of 2nd grade students and 28% of 3rd grade students did not "know". Thus, the qualitative analysis showed that 2nd grade students were able to name such indicators of patriotic upbringing as the desire to communicate with ethno-artistic values, the manifestation of creative elements in the activity. Among the answers of 4th-graders the set of indicators is much wider: "emotional response to ethno-artistic values", "fascination with the process of ethno-artistic activity, and getting pleasure from it", "knowledge in the field of folk art" and others.

The questionnaire revealed the attitude of students to the need for patriotic education in the educational process. To the question: "Do educational institutions need to engage in patriotic education in the educational process?" 57% of fourth-graders answered that "it is necessary to

cultivate patriotism”, citing the fact that “then it will be easier and more interesting to perceive the educational material”, “students will enjoy learning”, “creative approach to any task, activity” etc., 35% note that “it is necessary to engage in patriotic education in educational institutions, but why - do not know”; 23% do not know the answer to the question. 61% of 4th graders also believe that patriotic education should be practiced, citing the fact that it is necessary for education to better “perceive the material in class”, “understand painting, literature, art”; 33% believe that “patriotism should be nurtured, but do not know why”; 11% did not think about this issue; 7% do not know the answer to this question; 9% believe that it is possible to do without patriotic upbringing. Students were also offered a choice of characters from cartoons and fairy tales, as well as the opportunity to choose the desired pictures for coloring. As a result, it is noticed that children mostly prefer modern foreign heroes. This indicates significant gaps in the work of the school, teachers on the patriotic education of primary schoolchildren.

The leading group of participants in the formative experiment consisted of 35 teachers of educational institutions of the city of Dnipro and Kryvyi Rih, and students of grades 1-4 (EG1- 124); (EG2- 129); (EG3-116); (EG4-119).

Sections were made, which revealed the level of patriotic upbringing of junior schoolchildren. For a more detailed study, the criteria for assessing the level of patriotic upbringing of junior schoolchildren and indicators for each of the criteria, the presence of which characterized the level of patriotic upbringing of schoolchildren, were established.

Based on the research of leading teachers, the following criteria of patriotic upbringing were identified: emotional response to ethno-artistic values; fascination with the process of ethno-artistic activity; artistic and aesthetic vision;

artistic taste; knowledge in the field of folk art; skill in folklore activities.

Cards were used to evaluate each criterion, where the indicators of a certain criterion are presented and a mark of evaluation is provided. The set of diagnostic methods (questionnaires, testing, interviews, interviews) in the course of control sections was to reveal one or another degree of manifestation of a certain indicator of patriotic upbringing of junior schoolchildren. For ease of use and calculation of the results of the study, the names of the criteria in the table were abbreviated:

Ke – criterion “Emotional response to ethno-artistic values”.

Kb – criterion “Artistic and aesthetic vision”.

Kz – criterion “Knowledge in the field of folk art”.

Ks – criterion “Artistic taste”.

Kp – criterion “Enthusiasm for the process of ethno-artistic activities”.

Km – criterion “Mastery in folklore”.

Such a criterion of patriotic upbringing as “emotional response to ethno-artistic values” was traced in junior classes in Ukrainian language lessons and reading in a diagnostic task designed to perceive ethno-artistic information, students in grades 2-4 were asked to make an independent analysis of a passage from a folk tale. Taking into account how the student expresses his understanding of the description, expresses his emotions, a generalization was developed regarding the level of perception of ethno-artistic information of schoolchildren.

The results of the statement sections in the study of the emotional response to the ethno-artistic values of primary school children are shown in table 1.

Table 1. The results of the observational study on the criterion “Emotional response to ethno-artistic values”.

Criteria of patriotic upbringing Groups		Indicators of emotional response to ethnoartistic values										
		Interest		Creative need		Understanding works of art		Cognitive activity		Aesthetes are not perceptions		Average value %
		People	%	People	%	People	%	People	%	People	%	%
EG (488) K	High	58	11,9	52	10,7	47	9,6	48	9,8	51	10,4	10,5
	Enough	77	15,8	71	14,5	68	13,9	71	14,5	79	16,2	15,0
	Averag	114	23,4	92	18,8	101	20,7	107	21,9	91	18,6	20,7
	Low	239	49,0	273	55,9	272	55,7	262	53,7	267	54,7	53,8
Ke												

KG (490)	High	54	11,0	52	10,6	56	11,4	52	10,6	46	9,9	10,5
	Enough	81	16,5	81	16,5	75	15,3	71	14,5	76	15,5	15,8
	average	132	27,0	123	25,1	131	26,7	127	25,9	131	26,7	26,2
	Low	223	45,5	234	47,7	228	46,5	240	49,0	237	48,7	47,5
Ke												

As a result of the sections, it was found that only 10.5% reach a high level of emotional response, a sufficient 15.8%, and a low level of 53.8% of diagnosed students. The criterion “artistic and aesthetic vision” characterizes the development of the sensory sphere of primary school children to the aesthetic properties of objects and phenomena. One of the most significant indicators according to this criterion is the “aesthetic attitude”, i.e. the “artist’s approach” in the perception of phenomena, pictures of the world, the ability to see in them aesthetic connections. The aesthetic attitude to the phenomena of reality was studied according to the method of “grouping images” developed by A. Melyk-Pashayev (table 2).

Table 2. The results of the ascertaining research on the criterion “Artistic and aesthetic vision”.

Criteria of patriotic upbringing		Indicators of the formation of artistic and aesthetic vision										
		Aesthetic attitude		Development of the sensory sphere of personality		The need to create works of art		Imagination		Artistic Empathy		Average value %
Groups		People	%	People	%	People	%	People	%	People	%	%
	EG (488) κ	High	43	8,8	49	10,0	51	10,4	62	12,7	61	12,5
Enough		61	12,5	67	13,7	78	16,0	72	14,7	83	17,0	14,8
average		120	24,6	134	27,4	111	22,7	127	26,0	131	26,8	25,7
Low		264	54,1	238	48,8	248	50,8	227	46,5	213	43,6	48,7
kb												
KG (490)	High	51	10,4	56	11,4	43	8,8	72	14,7	52	10,6	11,2
	Enough	59	12,0	62	12,6	81	16,5	83	16,9	72	14,7	14,5
	average	132	26,9	142	29,0	123	25,1	112	22,8	179	36,5	28,1
	Low	248	50,6	230	46,9	243	49,6	223	45,5	187	38,2	46,2
kb												

The development of artistic and aesthetic vision has become the most important indicator of the current level of emotional and ethno-artistic development of primary school students in the statement study.

The results of the observational experiment proved the insufficient level of patriotic upbringing of junior schoolchildren, in particular the particularly low level of skill in folklore activities (in experimental groups 43.3% low and 16.0% high, in control groups 43.5% and 16.5% high). But the most important factor that caused the insufficient level of patriotic upbringing of junior schoolchildren in general is the underdevelopment of “artistic and aesthetic vision” (low level was demonstrated by 48.7% of students in the control and 46.2% in the experimental groups, and high – only 10, 8% in the control and 11.2% in the experimental). The level of development of “artistic taste” was also insufficient (in the experimental group – 13.3% of the high level, and in the control group – 12.5%).

Summary table 3 of results of the ascertaining research of patriotic upbringing of junior schoolchildren, %.

Table 3. Levels of manifestation of indicators of patriotic upbringing.

Criteria of patriotic upbringing	EG				KG			
	High	Enough	Average	Low	High	Enough	Average	Low
Ke	10,5	15,0	20,7	53,8	10,5	15,8	26,2	47,5
Kb	10,8	14,8	25,7	48,7	11,2	14,5	28,1	46,2

Kz	11,8	13,7	22,8	51,7	13,7	13,6	24,3	48,4
Ks	13,3	15,0	24,7	47,0	12,5	14,5	25,5	47,5
Kp	16,4	18,8	26,6	38,2	16,7	18,9	26,3	38,1
Km	16,0	17,1	23,6	43,3	16,5	16,9	23,1	43,5
Average value	13,1	15,7	24,1	47,1	13,5	15,7	25,6	45,2

The obtained data show that the vast majority of students have low (43.4%) and medium (34.8%) levels of patriotic upbringing, despite the fact that the main time in the curriculum is devoted to the study of subjects of the aesthetic cycle.

In addition, based on the results of the observational experiment, it is specified that the low level of patriotic upbringing of junior schoolchildren is evidenced by the lack of: needs to communicate with art, desire to surround themselves with beautiful artistic things, desire to express themselves in folklore.

Given that younger students are influenced by their parents, it was decided to find out how parents feel about patriotic upbringing. In order to find out the parents' ideas about who should be involved in the patriotic upbringing of primary school children, a survey of parents of second and fourth graders of the control and experimental group was conducted during parent meetings, and the results were summarized in Table .4.

Table 4. Responsible for patriotic upbringing in the minds of parents.

Responsible	Parents of students of the EG group		Parents of students of the CG group	
	People	%	People	%
The man himself	76	20,7	89	24,0
Parents	41	11,2	47	12,7
Teachers	75	20,4	54	14,6
Society	122	33,2	96	25,9
It doesn't matter who	---	---	32	8,6
I did not think	53	14,4	52	14,0
the total number of	367	100	370	100

The table shows that parents place the responsibility for patriotic upbringing on society (33.2% of respondents). The other part believes that patriotic education should be done by the person himself (24.0%). The fact that both groups assign an insignificant role in patriotic education to educational institutions and teachers is alarming. Obviously, the reason for the underestimation of the role of the teacher can be explained by the unsatisfactory state of work on patriotic education in the practice of modern school.

To identify the level of readiness of teachers to work on the formation of patriotic education of primary school students, a survey was conducted among school teachers (98 people). Thus, 7% of respondents believe that "ethno-artistic culture is an outdated culture", 6% "the need to experience the beautiful", 12% "the culture of painting works of fine art". These figures indicate that a very small percentage of teachers are guided by some characteristics of ethno-artistic culture, and even confuse the concepts of "culture" and "artistic culture".

Teachers were asked to distinguish between the concepts of "ethno-artistic culture" and "artistic culture". Only 25% of teachers gave satisfactory answers, for example, "ethno-artistic culture - ethnic knowledge, skills, traditions". A large percentage of respondents (57.6%) do not see a difference between these concepts.

The obtained results indicate a vague understanding of the majority of teachers of the essence of ethno-artistic culture, which negatively affects the level of their upbringing, significantly reducing the effectiveness of the educational process.

The study showed that of the 98 teachers who visited, only 22% were ready for systematic work on patriotic education; 18.1% of them take into account age and individual characteristics during the patriotic upbringing of students; 14.7% use interdisciplinary connections in lessons; 11.4% are ready to teach junior schoolchildren ethno-artistic knowledge, skills and abilities and their creative use in cognitive activity. The majority of teachers (78%) use such forms of work as reading paragraphs in class, reading under dictation, which, of course, does not arouse cognitive interest in younger students.

The reasons for the insufficient level of preparation of teachers for systematic and purposeful work on patriotic education of junior schoolchildren should be sought in the underutilization of the potential of the subjects they teach, the lack of sound methods and a set of teaching aids (textbooks, manuals, video, audio) reflect the specifics of teacher work aimed at the practical mastery of folk knowledge, skills, abilities and their creative use in cognitive activities;

Table 5. Indicators of levels of readiness of teachers to work on patriotic upbringing of junior schoolchildren.

Levels	Before the methodical seminar		After the methodical seminar	
	People	%	People	%
High	7	7,4	60	63,8
Average	20	21,3	22	23,4
Low	67	71,3	12	12,8
The total number of	94	100	94	100

These data (table 5) indicate that after acquainting primary school teachers with the program of the methodological seminar, with the development and guidelines for the competition “Connoisseurs of folk tales”, the competition “The best picture based on a folk tale”, followed by an exhibition of drawings and holiday lessons on the use of interdisciplinary links and ethno-artistic situations, the organization of discussions, their preparedness for the formation of ethno-artistic culture of primary school students has improved and began to manifest itself mainly in high sufficient to intermediate. This positive impact on the level of education of significantly increasing the efficiency of educational process and culture ethno-artistic levels of primary school children.

Analysis of the results of the observational experiment proved the need to develop a structural and functional model of patriotic education of primary school children, and the introduction of a special course “Lessons of ethnography in primary school”.

In the second stage (search) of our study, it was important to find out the direction of patriotic education of students in the educational process. In an effort to find out what determines the perception of the educational process and learning activities in junior high school students, what determines the satisfaction of students with learning, under what conditions the educational learning opportunities increase, and under which – weaken.

The materials obtained from the analysis of interviews with students allow to make an impression that is revealed to students in the educational process, regardless of the specifics of the subject. It was found that students are mainly interested in the process of acquiring knowledge. Hence their high demands on the nature and level of teaching, on the organization of the process of cognition, on the content of the lesson, its emotional atmosphere.

In answer to the question: “What lessons do you like the most and why?” there was a pronounced personal attitude to learning. What attracts students to the lesson? 18.2% of students in grades 2-4 answered that it is a satisfaction

of the need for knowledge, mastering the method of cognition – an opportunity for self-knowledge that opens up.

However, as the results of the study showed, many things in the educational process of younger students are not satisfied. To the question: “What does not satisfy you in the lessons?” 63.4% of students mentioned mechanical memorization, memorization, reading paragraphs in class.

Assimilation of the subject, as we see, is not through the simple accumulation of knowledge, but through the establishment of personal value of this knowledge.

The results obtained in the interview indicate that the cognitive interest of primary school students depends on the organization of the educational process in a way that takes into account the conditions of patriotic education of students, supports and stimulates the attitude of primary school students to educational material. If this does not happen, then the cognitive orientation of students to subjects weakens, learning becomes boring and uninteresting.

Thus, according to the questionnaire, interviews with students, as well as systematic observation of the creative activities of junior students in the classroom, it is established that in the methodology of the lesson and in its content, students are most dissatisfied with:

- 1) lack of living figurative material in the lesson, which makes the learning process dry, schematic and prevents the development of cognitive interest in the subject;
- 2) low value of the lesson due to the use of formal techniques that are approximately related to the topic being studied;
- 3) there is no visual (video) material;
- 4) lack of connection between gaming and educational activities;
- 5) dry reference to the history of scientific discovery, life of the people, writing a work, etc., memorizing a large number of complex terms, dates, and events;
- 6) too detailed analysis of the content of the lesson, which excludes ambiguity, inexhaustibility of the fact, does not provide the opportunity to penetrate into other and deeper connections, and therefore does not contribute to the disclosure of individuality and creativity of the student.

In the cognitive activity of students for the purpose of patriotic education are hindered by such points as:

- 1) haste, haste and shifting attention to the result. This removes the moment of usefulness and involvement in cognitive activity;

2) amorphous, fuzzy or no dynamics in the stages of activity. This usually drowns out the emotionality and enthusiasm of the cognition process;

3) the structure of the lesson is too clear, which makes it insignificant for the individual.

4) cognitive interest is not facilitated by excessive regulation of actions (for example, the analysis of a lyrical poem according to the proposed plan, and the lack of the necessary algorithm, which is always the basis of any creative activity).

In the relationship between teacher and students in the classroom, the latter do not like when the teacher:

1) imposes on them their attitude to the material being studied;

2) detects negative emotional and evaluative reactions to the answers and independent judgments of students on the situations that develop in the lesson; loses a measure of emotionality, which is prompted by business relationships experienced in the lesson;

3) try to show what is not characteristic of him (emphasized or excessive kindness, emotionality, etc.), which increases his inner tension, which is transmitted to students and distorts the impression of the learning process;

4) shows indifference and coldness in relations with students, focusing on some "average" student who hinders patriotic education.

In order to get a good grade, students have to memorize a lot, mechanically memorize the material, and this leads to a number of negative emotions: dissatisfaction, belief in the insurmountable of difficulties that arise during learning, frustration, apathy, etc., which create conditions for the emergence of psychological and pedagogical barriers in the activities of students.

Any means that arouse even episodic cognitive interest in ethno-artistic culture have pedagogical value. The constant creation of conditions through which interest arises, ensures the formation of ethno-artistic culture, which will contribute to the successful learning of students.

It was found that the process of patriotic education will be effective if the teacher:

- uses special methodological support for patriotic education of the individual;

- actualizes knowledge of Ukrainian folklore through the introduction of multimedia technologies;

- provides ethno-artistic orientation of educational classes through the use of interdisciplinary links;

- uses didactic games in the educational process;

- activates the processes of reflection of ethnocultural experience.

The third stage (decisive) of the study was to identify levels of patriotic upbringing when students perform special tasks related to the content of the curriculum and designed to perceive folk values, and to compare them, the creative imagination, and the choice of a folk subject and judgment.

The theoretical aspect of the study allowed to identify the components of such a personal education as art culture, its characteristics, which are manifested in primary school age. In socio-pedagogical research it is customary to measure the effectiveness of a system by criteria. Since the introduction of the system itself pursued the goal – to improve the artistic culture of students, the level of this quality was to show the effectiveness of the experiment. Identification of patriotic upbringing of junior schoolchildren was carried out according to the developed criteria and indicators.

Based on Shynkarenko, et al. (2020), research, the following criteria of patriotic upbringing were identified: emotional response to ethno-artistic values; fascination with the process of ethno-artistic activity; artistic and aesthetic vision; artistic taste; knowledge in the field of folk art; skill in folklore activities.

To assess each criterion, cards were used, which present the indicators of a particular criterion and provide a mark on the assessment received by the student as a result of the tasks. Diagnosis of the level of patriotic upbringing of junior students was carried out according to the method developed by Melik-Pashaev (2000). A set of diagnostic methods (questionnaires, testing, interviews) in the course of control sections was to reveal one or another degree of manifestation of a certain indicator of patriotic upbringing of students.

Such a criterion of patriotic upbringing as "emotional response to the proposed folk value" was traced in junior classes in Ukrainian literature lessons in a diagnostic task designed for the perception of ethno-artistic information, students in grades 2-4 were asked to make an independent analysis of a folk tale. Taking into account how the student expresses his understanding of the description, expresses his emotions, a generalization is made about the level of perception of ethno-artistic information of students. At a fine arts lesson where students were asked to make their own composition from autumn leaves on folk themes. Pupils of 2-4 grades were asked to make an independent analysis of a passage from a folk tale. Taking into

account how the student expresses his understanding of the description, expresses his emotions, a generalization is made about the level of perception of ethno-artistic information of students.

The skill of junior schoolchildren in artistic and creative activities was assessed by the method of experimental evaluation of the products of student's activities in the process of selection of exhibition and competitive works. Expert assessment was conducted by high school and elementary school teachers.

Testing was used to determine the state of upbringing of such a component of patriotism of the individual as "knowledge in the field of art". The text letter consisted of 17 questions and tasks, the content of which was to identify knowledge of folk art, features of color and symbolism of Ukrainian art; familiarity with folk art and outstanding masters and creative centers; knowledge of folk names of clothes, household items and holidays; knowledge of the technology of making an artistic thing, etc.

Such a criterion of patriotic upbringing as "selective attitude to the subject of folk activity" was observed when visiting the exhibition of Petrykivka masters, where students could clearly see folk objects, and when discussing a trip to the museum to share their impressions and emotions.

To determine such a criterion as "fascination with the process of learning folk activities" were used holiday lessons and staging of folk festivals, where students had the opportunity to get the role of a hero from a folk work.

The criterion of "artistic and aesthetic vision" characterizes the development of the sensory sphere of students to the aesthetic properties of objects and phenomena. One of the most significant indicators according to this criterion is the "aesthetic attitude", i.e. the "artist's approach" in the perception of phenomena, pictures of the world, the ability to see in them aesthetic connections.

The analysis of the results showed that not in all classes there is a purposeful educational work of such a component of patriotic education of schoolchildren as "Knowledge in the field of folk art". Of the 162 students surveyed, 52% could not name more than three types of folk art, although there are about 30 types. 70% of students are mistaken in the concepts of "art form" and "genre". Only 33% of schoolchildren were able to name some of the types of folk art. Not all of those students who are familiar with folk art can correctly determine the technological sequence of making a work of art. Also, most of the respondents clearly distinguish color shades, about the same number of students were able to choose a harmonious range for the product from the colors offered on the cards (10% of

the sufficient level in the experimental and 14.6% in the control groups).

It is no secret that not every work of decorative and applied art can be of artistic or ethnographic value, especially modern. The ability to distinguish creative expression from stamps in folk art, the simplicity of folk worldview from the manifestations of kitsch, successful work with natural material from forgery and imitation – are manifestations of artistic taste of man. Therefore, the third criterion by which the ethno-artistic culture of junior schoolchildren was diagnosed was "artistic taste".

An understanding of works of folk art testifies to a certain level of development of artistic taste. The concept of "artistic taste" includes a person's ability to "read" things artistically executed. This is the connection of artistic taste with artistic and aesthetic vision, empathy, because a person can admire, discover the value of the work of a folk master, only by penetrating into the essence of the subject, the idea and method of its creation.

Skills for evaluating works of folk art; manifestation of individual attitude, personal associations, generalizations; the use of special terminology is also an indicator of the development of artistic taste of the individual. Artistic taste develops in constant "communication" with works of art, through the study of literature on the history of fine arts, direct visits to exhibitions and museums, so one of the indicators paid attention to frequent communication with art. Along with this, artistic and creative activity has a considerable influence on this quality.

The "artistic taste" of man was also understood as sophistication and high selectivity for artistic things. Selective attitude to artistic things or creation is based on the principles and laws of folk art and involves their knowledge. However, the developed artistic taste allows a person to achieve in his work a combination of purity of artistic style with personal expression of an artistic idea.

The development of artistic taste as one of the criteria for the formation of ethno-artistic culture of junior schoolchildren was assessed by the results of the tasks: analysis of folk art according to the plan. The work for analysis was chosen by the student arbitrarily from the presented list. The choice of the work itself already testified to the existence of such an indicator as "selective attitude to works of art". Answers to specific questions, complete, incomplete or absent, indicated the level of manifestation of the relevant indicators of the criterion of "artistic taste".

Selective attitude to works of art was already at the beginning of the task. But students showed individual attitudes to varying degrees and could not always explain

individual choices, justify their own associations, summarize their impressions. The limited nature of the use of special terminology was also noticeable, due to the lack of knowledge in the field of folk art.

In addition, based on the results of the observational experiment, it is specified that the low level of ethno-artistic culture of junior schoolchildren is evidenced by the lack of: needs to communicate with art, desire to surround themselves with beautiful artistic things, desire to express themselves in artistic and creative activities. At the same time, students with a low level of ethno-artistic culture show a lack of personal hobbies, hobbies, cannot express their feelings and empathize with the feelings of others. On the contrary, students with a high level of ethno-artistic culture show the experience of beauty in nature and art, kindness and friendliness in relationships with people, creativity, sensitivity, etc., i.e. such characteristics that are inherent in a person striving for self-improvement and knowledge of the truth of life.

The analysis of the results of the ascertaining stage of the research proved the necessity to develop didactic conditions for the formation of ethno-artistic culture of junior schoolchildren by means of music. To this end, didactic conditions for the formation of ethno-artistic culture of primary school students were developed, which were introduced into real pedagogical practice at the stage of the formative experiment.

The collected facts do not speak in favor of the school and the authority of teachers. This situation is a consequence of the lack of focus of the educational process on the formation of ethno-artistic culture of students, the lack of a system of work in this direction. Our assumption that the low level of formation of ethno-artistic culture inhibits the emotional perception of educational information, the manifestation of individuality, negatively affects the degree of assimilation of educational material, creative activity of students in class, was confirmed by the results of the experiment. The results of experimental work show that the creative experience of junior schoolchildren accumulates gradually, in stages. The staging of folk songs, folklore and modern authors of various genres – lyrical, calendar, humorous, everyday plays an important role in educating schoolchildren, promotes the formation of aesthetic and moral traits, helps to form ethno-artistic culture, the use of which is appropriate in music lessons and extracurricular activities.

Thus, 35 teachers, students of 4 experimental (488) and four control (490) groups took part in the formative experiment. The division of groups was made on the basis of a statement experiment. Thus, the experimental group

included students with medium and low levels of ethno-artistic culture.

The goal was set: to form the ethno-artistic culture of junior schoolchildren according to the components and certain didactic conditions; to improve first knowledge and skills in ethno-artistic culture of teachers, and then junior students; to form the desire to be involved in people's activities. In accordance with them, the task of the molding experiment was specified:

- 1) verification of didactic conditions and special course "Lessons of ethnography in primary school", which contribute to the formation of ethno-artistic culture in the educational process;
- 2) study of the dynamics of formation of ethno-artistic culture;
- 3) study of qualitative changes in the ethno-artistic culture of students.

The main forms of research were identified: purposeful classes and systematic monitoring of the creative and educational process of junior high school students. The main methods of experimental work were: observation of creative activity of teachers and junior schoolchildren at classes and extracurricular activities; analysis of the results of experimental tasks; individual conversations with students and teachers; questionnaires for junior students, short written works.

Pedagogical analysis of lessons and extracurricular activities, the development of which was guided by the results of research, became an integral part of the methodology of formation of ethno-artistic culture in junior schoolchildren. The process of formation of ethno-artistic culture in students, contradictions and difficulties in this process were recorded in the observation. The use of different types of observations was determined by the research stage. They were conducted in the classroom clearly according to the programs previously developed and discussed in groups. The creation of different types of situations with ethno-artistic content was planned at all stages of research and experimental work.

In order to find out how students have knowledge of ethno-artistic culture and to form ethno-artistic culture, students were offered diagnostic tasks, which consisted of material that contained ethno-artistic information of a certain level. Control (test) sections were used for comparative analysis of experimental and control groups on the formation of ethno-artistic culture of primary school children at the beginning of the experimental work and after its completion. A single method of experiment was created, which was used both in determining the effectiveness

of tasks for the formation of ethno-artistic culture in various subjects, and in determining the effectiveness and comparison of other parameters.

The formation of ethno-artistic culture of students was traced in such disciplines of the school as: “music”, “Ukrainian language and literature”, “fine arts”, “reading”, “work”, “I and Ukraine”. Such subjects were specially selected to show the general didactic conditions for the formation of ethno-artistic culture, which are characteristic of various types of educational activities.

In order to achieve the formation of ethno-artistic culture, which would become a solid foundation for further education of the individual, it is necessary to adhere to certain didactic conditions defined in the theoretical part of the study. Their creation was based on the following objective preconditions: a clear sequence of training sessions and the richness of their program content, the implementation of which requires the use of “compact” forms of presentation of the material; search for the most effective and purposeful methods of pedagogical analysis of each lesson, taking into account the age and psychological propensity of younger students to the perception of ethno-artistic information in the lesson.

What determines the orientation of the interests of younger students, under what conditions the cognitive interest in information in the classroom grows into ethno-artistic knowledge? This seems to us important in terms of pedagogical tasks: realizing the reasons for the low level of formation of ethno-artistic culture of students, we can give teachers psychological and pedagogical recommendations to improve the organization and improve the quality of knowledge.

Experimental work on the formation of ethno-artistic culture in students of grades 1-4, which was conducted in Dnipropetrovsk region in lessons of music, Ukrainian language and literature, fine arts, work in experimental and control groups, showed qualitative changes, but not the same for different indicators of its manifestation.

A comparative analysis of the results of observational and formative experiments showed that the overall level of formation of ethno-artistic culture of primary school students has increased significantly in the experimental group. Most students showed a high and sufficient level of knowledge, skills in ethno-artistic activities and the development of the emotional and aesthetic sphere of personality. A characteristic feature of the dynamics of changes in the manifestation of the levels of formation of ethno-artistic culture is a slight increase in indicators corresponding to the average level of ethno-artistic culture in the control groups (26.2%), while in the experimental

groups the average level decreased to 11.5% and low - up to 6.9%. Visually, in relation to the changes between the levels of manifestation of ethno-artistic culture in the control and experimental group, it is possible to see the results of figure 1.

The tasks of the formative experiment included checking the effectiveness of the proposed didactic conditions for the formation of ethno-artistic culture of primary school students on the basis of establishing the dynamics of the levels of formation of artistic culture during the experiment.

Comparison of the results of the experiment, conducted after the molding experiment, showed a significant advantage of indicators of high and sufficient level of formation of ethno-artistic culture in the experimental group relative to the control. Thus, a high level in the indicators of ethno-artistic culture in the experimental group was reached by 28.4% of students, a sufficient 53.2%, which in comparison with the ascertaining experiment prevails almost three times (high level in the ascertaining experiment reached 13.1%). Sufficient level in the experimental group reached 15.7%, and the same data in the control - 15.7%. The number of schoolchildren who showed a low level of ethno-art culture in the experimental group (6.9%) decreased, while in the control group 43.1% of junior schoolchildren can be attributed to the low level of ethno-art culture formation.

Table 6. Dynamics of levels of formation of ethno-artistic culture in junior schoolchildren.

Levels of formation of ethno-artistic culture of junior schoolchildren	Groups			
	Before the experiment		After the experiment	
	KG	EG	KG	EG
High	13,5	13,1	14,0	28,4
Sufficient	15,7	15,7	16,7	53,2
Average	25,6	24,1	26,2	11,5
Low	45,2	47,1	43,1	6,9

A comparative analysis of the results (table 6) of observational and formative experiments showed that the overall level of formation of ethno-artistic culture of primary school students has increased significantly in the experimental group. 37.5% more students showed a sufficient level of knowledge, skills and development of the emotional and aesthetic sphere of personality. A characteristic feature of the dynamics of changes in the manifestation of the levels of formation of ethno-artistic culture is a slight increase in indicators corresponding to a sufficient level of ethno-artistic culture in control groups (more than 1%), while in experimental groups indicators of sufficient level increased by 68.9% and low – decreased by – 40.2%.

Comparison of the results in the experimental group (before and after the experiment) showed a decrease in the

indicators of low level of formation of ethno-artistic culture, and a significant increase in indicators of high level. Numerical data characterizing the sufficient level of formation of ethno-artistic culture have received insignificant changes due to the fact that the dynamics of students' transition to new levels was due to the simultaneous replenishment and reduction of indicators of sufficient level of formation of ethno-artistic culture.

The dynamics of growth of the level of ethno-artistic culture in junior schoolchildren is illustrated in figure 1.

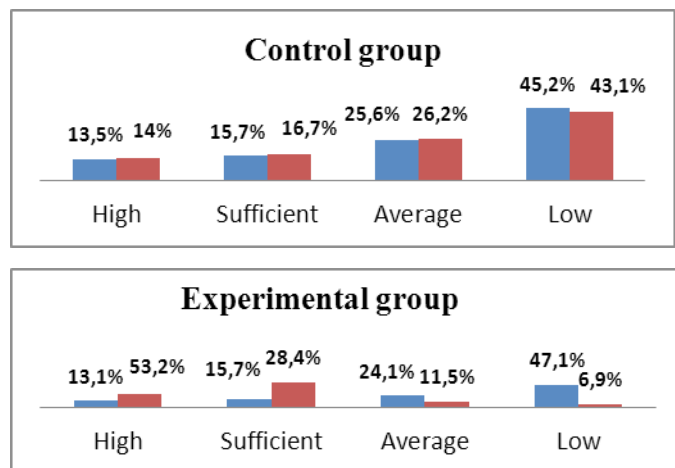


Figure 1. Dynamics of changes in the levels of ethno-artistic culture of schoolchildren of experimental groups before and after the experiment.

In view of the drawings, in the experimental groups the indicators of the low level of formation of ethno-artistic culture decreased, and the indicators of the high level significantly increased. The share of a sufficient level of formation of ethno-artistic culture among schoolchildren in the experimental group also increased.

The data obtained as a result of research and experimental work on the development and theoretical substantiation of didactic conditions for the formation of ethno-artistic culture of junior schoolchildren by means of music confirmed the hypothesis.

CONCLUSIONS

Thus, due to the developed program and compliance with these conditions, at the end of the experiment in the experimental groups in the level of formation of ethno-artistic culture was significantly higher than in the control. A comparative analysis of the results of observational and formative experiments showed that the overall level of formation of ethno-artistic culture of primary school students has increased significantly in the experimental group. 37.5% more students showed a sufficient level of knowledge,

skills and development of the emotional and aesthetic sphere of personality.

A characteristic feature of the dynamics of changes in the expression of the levels of formation of ethno-artistic culture is a slight increase in indicators corresponding to a sufficient level of ethno-artistic culture in the control groups (more than 3.4%), while in the experimental groups indicators of sufficient level increased by 37.5%, and low - decreased by - 38.3%.

Thus, a high level in the indicators of ethno-artistic culture in the experimental group was reached by 28.4% of students, a sufficient 53.2%, which in comparison with the ascertaining experiment prevails almost three times (high level in the ascertaining experiment reached 15.8%). 42.5% reached a sufficient level in the experimental group. And in the control - 31.7%. The number of schoolchildren who showed a low level of ethno-art culture in the experimental group (6.9%) decreased, while in the control group 43.1% of junior schoolchildren can be attributed to the low level of ethno-art culture formation.

It is necessary to find ways to change the philosophy of the curriculum of educational institutions, bringing it to another qualitative level on the basis of a significant expansion of the framework of consideration and solution of educational problems from the standpoint of the whole complex of human sciences. attitude to the idea of educational institutions and the requirements of the state, its educational policy, the possibility of resolving growing contradictions, which can contribute to the democratization of education. Distance education as a teacher's right to pedagogical creativity according to the concept of continuing education needs to be improved. In developed countries, where there are already numerous computer training centers, its purely practical effectiveness has been confirmed - in terms of rapid mastery of training programs and professional knowledge and skills, which is why we are witnessing in quarantine. However, there are many issues that need further research, because distance learning deprives the student of diverse socio-cultural and pedagogical influence and thus dooms to one-sided introverted development, in fact - to alienation from society. Today, some research is being conducted on this issue. The habit of the younger generation to work according to certain algorithms, quickly mastering modern technical means, is alarming. Another problem is the dependence on computer technology, the mass entry into the subculture of the information society. The problems of involving older teachers in modern information technologies, which often have a negative attitude to modern computer technology, where they face difficult issues of freedom and coercion in educational activities, remain unresolved.

Such processes, in turn, cause certain social, cultural and gender risks not only in the educational sphere, but also as feedback - in other social structures, which encourages us to explore both changes in society and in the state, which contribute to or prevent the processes of change in educational institutions on a democratic basis, taking into account the preservation of national culture.

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