

The Conceptual Sphere of Education in Ukrainian and Polish Discourse

The monograph outlines the theoretical foundations for the study of the conceptual sphere of education in Ukrainian and Polish educational discourses. The ethno-specificity of the concept of education is presented on the material of Ukrainian and Polish proverbs, in the educational and theological discourse of John Paul II. This section describes the conceptual component of the concept of education in legislative and regulatory documents; Ukrainian-Polish Partnership in Education: Academic Discourse Valuable Landmarks of Higher Philological Education in the 21st Century.



Olena Semenov - Doctor of Pedagogical Sciences, Professor, Head of the Center for Scientific and Educational Partnership and Network Interaction of the A. S. Makarenko Sumy State Pedagogical University, Ukraine, Sumy.



9 786208 847449

FOR AUTHOR USE ONLY

SEMENOG Olena

Scholars'
Press

SEMENOG Olena

The Conceptual Sphere of Education in Ukrainian and Polish Discourse

An Interdisciplinary Approach

SEMENOG Olena

**The Conceptual Sphere of Education in Ukrainian and Polish
Discourse**

FOR AUTHOR USE ONLY

FOR AUTHOR USE ONLY

SEMENOG Olena

The Conceptual Sphere of Education in Ukrainian and Polish Discourse

An Interdisciplinary Approach

FOR AUTHOR USE ONLY

Scholars' Press

Imprint

Any brand names and product names mentioned in this book are subject to trademark, brand or patent protection and are trademarks or registered trademarks of their respective holders. The use of brand names, product names, common names, trade names, product descriptions etc. even without a particular marking in this work is in no way to be construed to mean that such names may be regarded as unrestricted in respect of trademark and brand protection legislation and could thus be used by anyone.

Cover image: www.ingimage.com

Publisher:

Scholars' Press

is a trademark of

Dodo Books Indian Ocean Ltd. and OmniScriptum S.R.L publishing group

120 High Road, East Finchley, London, N2 9ED, United Kingdom

Str. Armeneasca 28/1, office 1, Chisinau MD-2012, Republic of Moldova,
Europe

Managing Directors: Ieva Konstantinova, Victoria Ursu

info@omniscryptum.com

Printed at: see last page

ISBN: 978-620-8-84744-9

Copyright © SEMENOG Olena

Copyright © 2025 Dodo Books Indian Ocean Ltd. and OmniScriptum S.R.L
publishing group

FOR AUTHOR USE ONLY

**Ministry of Education and Science of Ukraine
Sumy State Pedagogical University named after
A.S. Makarenko**

SEMENOG Olena

**THE CONCEPTUAL SPHERE OF
EDUCATION IN UKRAINIAN AND POLISH
DISCOURSES: AN INTERDISCIPLINARY
APPROACH:**

Monograph

Scholars' Press - 2025

УДК 37.091.32:811.2:821:373.5

Semenog O. The Conceptual Sphere of Education in Ukrainian and Polish Discourses: An Interdisciplinary Approach: Monograph. / Europe: Scholars' Press, 2025. 196 p.

Printed in accordance with the decision of the Academic Council of Sumy State Pedagogical University named after A.S. Makarenko (Minutes No. 10 dated April 28, 2025)

Reviewers:

Myroslava VOVK, Doctor of Pedagogical Sciences, Professor, Head of the Department of Content and Technologies of Pedagogical Education, Member of the UNESCO Department “Continuing Professional Education of the 21st Century” (Ivan Zyazyun Institute of Pedagogical Education and Adult Education of the National Academy of Sciences of Ukraine);

Yan KAPRANOV, Doctor of Philology, Professor, Habilitation Professor at the Faculty of Humanities and Fine Arts of the University of Economics and Humanities in Warsaw, Poland;

Olena MALENKO, Doctor of Philology, Professor, Head of the Department of Ukrainian Studies and Linguistics of the Kharkiv National Pedagogical University named after G.S. Skovoroda

The monograph outlines the theoretical foundations for the study of the conceptual sphere of *education* in Ukrainian and Polish educational discourses. The ethno-specificity of the concept of education is presented on the material of Ukrainian and Polish proverbs, in the educational and theological discourse of John Paul II.

This section describes the conceptual component of the concept of education in legislative and regulatory documents; Ukrainian-Polish Partnership in Education: Academic Discourse Valuable Landmarks of Higher Philological Education in the 21st Century.

ISBN 978-620-8-84744-9

© Scholars' Press, 2025

INTRODUCTION	5
Chapter 1	
THEORETICAL BASIS OF THE STUDY OF THE CONCEPT OF EDUCATION IN UKRAINIAN AND POLISH DISCOURSES	
1.1. Text – discourse – linguistic personality	9
1.2. Current status and issues of research in the concept sphere of education.....	19
1.3. Content and thematic groups of the concept of education.....	22
Chapter 2	
CULTURAL COMPONENT OF THE CONCEPT OF EDUCATION IN THE ASPECT OF AN INTERDISCIPLINARY APPROACH	
2.1. Interdisciplinary approach in the study of the concept of education	28
2.2. The concept of education in linguistic and pedagogical dictionaries	33
2.3. Ethnospecificity of the concept of education	36
2.4. The concept of education in the educational and theological discourse of John Paul II	40
Chapter 3	
CONCEPTUAL COMPONENT OF CONCEPT EDUCATION IN UKRAINIAN AND POLISH EDUCATIONAL DISCOURSES	
3.1. Concept Education in Legislative Documents	44
3.2. Ukrainian-Polish partnership in the field of education.....	47
3.3. Preparation of Ukrainian philology teacher in war conditions: European priorities and national experience....	59
Chapter 4	
THE CONCEPT OF "TEACHING WORK" IN THE DIMENSIONS OF CROSS-CULTURAL DIALOGUE	
4.1. Tokens for designating participants in the educational process.....	80
4.2. The concept of "teaching work" in the reflections of Ukrainian and Polish teachers: axiological context.....	87
4.3. "Teaching work" of a philologist teacher in the dimensions of cross-cultural dialogue.....	91

Chapter 5

NEW CONCEPTS IN UKRAINIAN AND POLISH EDUCATIONAL AND PEDAGOGICAL DISCOURSE

- 5.1. Lexical innovations in educational
and pedagogical discourse.....**98**
- 5.2. Development of academic partnership in the context of
war realities based on ethical values.....**114**
- 5.3. The concept of a "teacher professional development
resource center".....**119**

Chapter 6

PRINCIPLES OF DIGITALIZATION IN PHILOLOGICAL EDUCATION AT HIGHER EDUCATION INSTITUTIONS IN POLAND AND UKRAINE

- 6.1. Theoretical and Methodological Concept of the Term
“Digitalization” in the Context of Higher Education.....**125**
- 6.2. Regulatory Framework for the Digitalization of Education
and Science: From the European Union Level to the Ukrainian
Level.....**131**
- 6.3. Principles of Digitalization in Philological Education at
Higher Education Institutions in Poland and Ukraine.....**136**
- 6.4. The course “Information and Communication
Technologies,” offered at the first (bachelor’s) level of higher
education at Sumy State Pedagogical University named after
A. S. Makarenko (Ukraine), and the principles of its
digitalization.....**149**
- 6.5. Grant Activity of the Faculty of the University of
Economics and Human Sciences in Warsaw (Poland) and
Sumy State Pedagogical University named after A. S.
Makarenko (Ukraine), which have an advantage in ensuring
digitalization principles.....**163**
- LIST OF SOURCES USED.....179**

INTRODUCTION

Ukraine is in the flames of a long, exhausting, full-scale Russian aggression. For over two years, the indomitable Ukrainian people, the Armed Forces of Ukraine, have written “the story of indomitability, indomitability, heroism and unfaithful love for the native land”¹.

The country’s education is in the flames of war. Despite the numerous losses, combining scientific and educational partnership efforts, Ukrainian education continues functioning fully and works for the future.

Education and training of future specialists for the modern globalized world are defined in international documents as an integral component of national security in every state².

Valuable for the development of education are the practices of European countries regarding the European Higher Education Area (EHEA). In the documents of the Ministers of Education Summit (2020)³ on the formation of the EHEA by 2030, the EHEA is characterized as *an innovative space* with new effective methods and practices of learning, teaching, and research; *inclusive*, with equal access for all participants in the educational process to higher education; and *partnership-oriented*, with common tools for international cooperation between educational institutions, and mobility for staff and students.

In this context, international scientific and educational cooperation and interpersonal interaction between Ukraine and the Republic of Poland play an important role.

Special attention deserves the international scientific and educational cooperation between Ukraine and the Republic of Poland - "a strategic partner in the European integration progress of our state, interpersonal interaction of peoples close in mentality, history and modern national goals," notes Ukrainian philosopher V. Kremen.⁴

¹ Ничкало, Н., Овчарук О., Гордієнко, В., Іванюк, І. (2024). Українська освіта у полум’ї війни: монографія. Н. Ничкало (ред.). Київ: ТОВ «Юрка Любченка». 208. DOI: <https://doi.org/10.37472/NAES-DPEEA-2024>

² Report of Commission of the European Communities. *Memorandum on Lifelong Learning*, 2018. Retrieved from: http://arhiv.acs.si/dokumenti/Memorandum_on_Lifelong_Learning.pdf.

³ Rome Ministerial Communiqué, 2020. <https://www.enqa.eu/wp-content/uploads/2020/09/Preview-of-the-2020-Rome-Ministerial-Communiqu%C3%A9.pdf>

⁴ Кремень, В. (2019). Освіта як запорука миру: шлях до людини. У В. Г. Кремень, В. П. Коцур, Н. Г. Ничкало, Ф. Шльосек та ін. (Ред.), *Освіта для миру = Edukacja dla pokoju: Zбірник наукових праць* (Т. 1). ТОВ «Юрка Любченка». Міністерство освіти і науки України, НАПН України.

Ukrainian-Polish educational partnership, interpersonal interaction of peoples close in mentality, significantly intensified during the Russian war of aggression in Ukraine.

European integration vector of education development of the two countries, educational reforms in Ukraine and Poland, adoption of the Laws of Ukraine "On Higher Education" (2014)⁵, "On Education" (2017)⁶, «Prawo o szkolnictwie wyższym»⁷ (2005, 2018) influence the intensive formation of the thematic group of vocabulary of the educational sector in legislative and regulatory, educational discourses. There is a need for an interdisciplinary consideration of the current state of education through the prism of Ukrainian and Polish educational discourses.

The European integration vector of the educational development of countries, the geopolitical conditions of their location, and the “closeness in mentality, history, modern national goals, and interpersonal interaction of peoples” are reflected, in particular, in the Laws of Ukraine "On Higher Education" (2014), "On Education" (2017), and the Polish law "Prawo o szkolnictwie wyższym"⁸.

European and Euro-Atlantic integration, the development of human capital, modernization, including the higher education system, and aligning educational standards with the needs of societal development and the best global models (p. 57) are identified as priorities in the National Security Strategy of Ukraine (2020).⁹

The current problem is in the field of view of philosophers (V. Andrushchenko, V. Kremen, I. Zyazyun), Ukrainian and Polish teachers (N. Nyckalo, S. Sysoeva, Z. Viatrovsky, T. Nowatsky), linguists (L. Matsko, I. Serebryanska, O. Taranenko). The concept as a mental-linguistic,

⁵ Закон України «Про вищу освіту». (2014). Відомості Верховної Ради України, (37–38), ст. 2004. <http://zakon2.rada.gov.ua/laws/show/1556-18>

⁶ Закон України «Про освіту». (2017). Відомості Верховної Ради України, (38–39). <http://zakon5.rada.gov.ua/laws/show/2145-19>

⁷ Ustawa z dnia 27 lipca 2005 roku. Prawo o szkolnictwie wyższym; . – URL [Electronic resource]. – Mode of access: : <https://www.nauka.gov.pl> (дата звернення: 07.09.2019); U S T A W A z dnia 20 lipca 2018 r. Prawo o szkolnictwie wyższym i nauce [Electronic resource]. – Mode of access: : <http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU20180001668/U/D20181668Lj.pdf>.

⁸ Prawo o szkolnictwie wyższym i nauce Mode of access: <http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU20180001668/U/D20181668Lj.pdf>

⁹ Стратегія національної безпеки України. Безпека людини – безпека країни. Отримано з: <https://www.president.gov.ua/documents/3922020-35037>

linguocultural, linguoregional phenomenon is studied by E. Bartminsky¹⁰, I. Golubovska¹¹, Yu. Gromyk¹², V. Kononenko¹³. Ukrainian and Polish discourse is investigated by G. Wilke, R. Grzegorzewska¹⁴, A. Zagnitko¹⁵, A. Moklytsia, L. Oleander¹⁶.

A broad thematic spectrum of educational and pedagogical discourse concerning the multi-faceted analysis of the education systems in Poland and Ukraine is offered by Ukrainian scholars (I. Androshchuk, A. Vasylyuk, N. Nychkalo, S. Sysoeva, and others) and Polish scholars (M. Kwiek, R. Grzegorzczkova, K. Denek, B. Sitarska, M. Tonas, and others).

The analysis and generalization of the above works allows us to clarify the features of the verbalization of the cultural and conceptual components of the concept of education in Ukrainian and Polish educational discourses on the basis of an interdisciplinary approach.

Research objectives:

- characterize the basic concepts, the issues of research into the concept of education, the content, components and thematic groups of the concept of education;
- clarify the essence of the interdisciplinary approach in the study of the concept of education;
- outline the cultural component of the concept of education in the aspect of an interdisciplinary approach, in particular the ethnospecificity of the concept of education on the material of proverbs, in the educational and theological discourse of John Paul II;
- characterize the conceptual component of the concept of education in legislative and regulatory documents and in educational discourse;

¹⁰ Bartmiński, J. (2012). *Językowe podstawy obrazu świata*. Lublin.

¹¹ Голубовська, І. О. (2004). Етноспецифічні константи мовної свідомості (Автореф. дис. д-ра філол. наук, спец. 10.02.15). Київ. <http://referatu.net.ua/referats/7569/153925>.

¹² Громик, Ю. В. (2015). Лексичні запозичення з польської мови в поліській говірці с. Липне. У *Pogranicza słowiańskie w opisach językoznawczych*. W 110 rocznicę urodzin Profesora Władysława Kuraszkiewicza (1905–1997) (с. 67–72).

¹³ Кононенко, В. І. (2006). Концептологія в лінгвістичному аспекті. *Мовознавство*, (2–3), 111–117.

¹⁴ Grzegorzczkova R. *Pojęcie językowego obrazu świata / R. Grzegorzczkova // Językowy obraz świata ; pod red. J. Bartmińskiego*. Lublin : UMCS, 1999. S.39–47.

¹⁵ Загнітко, А. П. (2008). *Основи дискурсології*. Донецьк: ДонНУ.

¹⁶ Оляндер, Л. К. (2000). Загальнолюдські цінності й людина в європейській літературі. *Філологічні студії*, (2), 12–16.

- to find out the features of the verbalization of the concept "teacher" in Ukrainian and Polish educational discourses on the basis of an interdisciplinary approach;

- to review the latest concepts for designating educational realities in educational and pedagogical discourse.

Research methods. To achieve the goal, general scientific methods of analysis, synthesis, comparison, generalization were used. In the process of processing the language material, a descriptive method and analysis of dictionary definitions were used. To clarify the figurative and value aspect of the concept, the method of contextual analysis was used. The comparative method allowed us to compare the features of the verbalization of the concept in Ukrainian and Polish linguistic worldviews.

The results of the work were reflected in the process of teaching the educational components "Culture of Scientific Language", "Academic Culture of the Researcher", "Ethics of Scientific Research: Philosophical, Linguistic Aspects", in the activities of the research laboratory "Academic Culture of the Researcher in the Educational Space of the University", the resource center for teacher professional development, the Center for Scientific and Educational Partnership and Network Interaction at the A.S. Makarenko Sumy State Pedagogical University.

Chapter 1

THEORETICAL BASIS OF THE STUDY OF THE CONCEPT OF EDUCATION IN UKRAINIAN AND POLISH DISCOURSES

The section describes the basic concepts of the study, clarifies the current state and issues of research on the concept of education, and outlines the content and thematic groups of the concept of education.¹⁷

1.1. Text – discourse – linguistic personality¹⁸

The European integration vector of the development of education in Ukraine, the geopolitical conditions of its location, the common historical past of Ukraine and Poland are called by researchers as important factors in the study of the concept sphere of education through the prism of Ukrainian and Polish discourses. Both the Ukrainian and Polish educational spheres are in an active search for the optimal structure and content. In parallel with the innovations in the education system of each of the Slavic countries, the lexical system of the concept sphere of education is being intensively formed in the legislative-nominative, educational-pedagogical discourses.

In accordance with the tasks of the work, we will outline the basic concepts of the study: discourse, anthropocentric paradigm, comparative linguoculturology, linguistic picture of the world, linguistic personality, linguistic consciousness, concept.

The concept of discourse, as the analysis shows, is interconnected by linguists with the concept of "text".

Scholars characterize discourse as follows:

– text (“linguistic form and meaning”) in combination with the personal and social characteristics of the speaker and listener, as well as cultural and other aspects of the social situation (“actions”) (T. Van Dijk)¹⁹ ;

¹⁷ У роботі використано: Семенов, О. М. (Ред.). (2022). *Текст у дослідницьких парадигмах: теорія і практика* [Колективна монографія]. Вид-во СумДПУ імені А. С. Макаренка; Семенов, О. М. (2019). *Концептосфера освіта в українському та польському дискурсах: міждисциплінарний підхід* (Ю. Громик, Наук. ред.). Видавництво СумДПУ імені А. С. Макаренка.

¹⁸ У роботі використано: Семенов, О. М. (2019). *Концептосфера освіта в українському та польському дискурсах: міждисциплінарний підхід* (Ю. Громик, Наук. ред.). Видавництво СумДПУ імені А. С. Макаренка.

¹⁹ Van Dijk T.A. *Discourse and Context: A Sociocognitive Approach*. Cambridge University Press, 2006. 282 p. ISBN-13: 978-0521895590

– a coherent text in combination with extralinguistic (pragmatic, sociocultural, psychological and other factors (A. Zagmitko)²⁰;

– a type of communicative activity, an interactive phenomenon, a speech flow that has various forms of expression (oral, written, paralingual), occurs within a specific communication channel, is regulated by the strategies and tactics of the participants; a synthesis of cognitive, linguistic and extralinguistic (social, mental, psychological, etc.) factors that are determined by a specific range of “forms of life”, depending on the topic of communication, and the result is the formation of various speech genres (F. Batsevich)²¹.

Among the discourses defined by the researcher (personal, institutional, status-oriented discourses), in the work we focus on the institutional one, in particular, on its following varieties: educational and pedagogical discourse.

The basic concepts include the concept of the anthropocentric paradigm (from the Greek *anthrōpos* man + Latin *centrum* < Greek *kentron* center), the subject of research of which is defined as *homo loquens* (man as a subject of language, culture and communication). As the analysis of scientific sources shows, the anthropocentric paradigm has been actualized since the second half of the 20th century. and encompasses interdisciplinary research in cognitive linguistics, linguoculturology, ethnolinguistics, linguopedagogical axiology.

The productivity of interdisciplinary studies is emphasized by the Polish researcher S. Haida: "Knowing the productivity of interdisciplinary integration means that in the second half of the 20th century, connections of interdisciplinary, multidisciplinary and transdisciplinary character are increasing, they are created for the types of disciplines: "badania over..." and "hybrydowe disciplines". Z jednej strony scalają one knowledge, przełamując białą na closed areas, por. psycholingwistyka, socjolingwistyka, z drugiej – wykazują rączą specjalizującą tendencję rozwożewą. Individual interdisciplinary nie wykazują często troski o wzajemną integrację, and also "losing" linguistic support"²²; Quote from G. Wilk. ("The cognitive productivity of interdisciplinary integrations means that in the second half of the 20th century, interdisciplinary, multidisciplinary, transdisciplinary connections are strengthened, hybrid disciplines are formed. On the one hand, they consolidate knowledge, for

²⁰ Загнітко, А. П. (2008). *Основи дискурсології*. Донецьк: ДонНУ.

²¹ Бацевич, Ф. С. (2009). *Основи комунікативної лінгвістики* (2-ге вид., доп.). Київ: ВЦ «Академія».

²² Gajda, S. (2010). *Prestiz a język*. NAUKA, (4), 147–162. http://www.pan.poznan.pl/nauki/N_410_18_Gajda.pdf

example, psycholinguistics, sociolinguistics, on the other - they reveal a specialized development trend" - our translation - O.S.).

Taking into account the scientific achievements of V. Zhaivoronko²³ The concept of "ethnolinguistics" (Polish: Etnolingwistyka) is considered as a complex interdisciplinary scientific field, which is located at the intersection of linguistics, ethnography, folklore, cultural studies, sociology and studies linguistic, ethnocultural, ethnopsychological factors. In parallel, the terms "anthropological linguistics", "linguistic anthropology" are used.

Linguocultural studies (Polish: lingwistyka kulturowa) studies the manifestation, reflection and fixation of culture in language and discourse. "Small Dictionary of the Polish Language" (1996) defines "culture" as "a set of achievements of humanity, created in general historical development or in some specific era"²⁴.

Linguoculturology, notes A. Dąbrowska, is strongly influenced by the achievements of philosophy, history, anthropology, sociology, psychology, ethnology, ethnography, and cognitive science.²⁵

American linguist E. Sapir emphasizes: "...two different languages are never so similar that they can be considered a means of expressing the same social reality. The worlds in which different societies live are different worlds, and not at all the same world".²⁶

Thus, observation of Ukrainian and Polish linguistic cultures allows us to explain the existence of common features and differences in the ways of perception of education by native speakers. Therefore, in the study we are guided by the achievements of comparative linguistic and cultural studies, which researchers (T. Vilchynska²⁷, I. Golubovska²⁸, A. Zagnitko²⁹)

²³ Жайворонок, В. В. (2007). Українська етнолінгвістика: нариси. Київ: Довіра. С.15.

²⁴ Sobol, E. (Ред.). (1996). Mały słownik języka polskiego. Warszawa: PWN Kultura. s.188

²⁵ Dąbrowska, A. (2004–2005). Współczesne problemy lingwistyki kulturowej. *Postscriptum*, (2–1[48–49]), 140–155. [http://bazhum.muzhp.pl/media//files/Postscriptum/Postscriptum-r2004_2005-t-n2_1\(48_49\)/Postscriptum-r2004_2005-t-n2_1\(48_49\)-s140-155/Postscriptum-r2004_2005-t-n2_1\(48_49\)-s140-155.pdf](http://bazhum.muzhp.pl/media//files/Postscriptum/Postscriptum-r2004_2005-t-n2_1(48_49)/Postscriptum-r2004_2005-t-n2_1(48_49)-s140-155/Postscriptum-r2004_2005-t-n2_1(48_49)-s140-155.pdf)

²⁶ Sapir E. The Status of Linguistics as a Science. *Language*. 1929. Vol. 5. No. 4. P. 207–214. URL : https://pure.mpg.de/rest/items/item_2381144_2/component/file_2381143/

²⁷ Вільчинська, Т. (2018). Слово і концепт: методика аналізу. У Л. Струганець (Ред.), *Лексика на перетині наукових парадигм* (с. 106–122). Тернопіль: Осадка Ю. В.

is defined as an independent interdisciplinary branch of science of a synthetic type, which, using the material of two or more languages, using systemic methods and focusing on modern priorities and cultural guidelines, studies the interaction of languages and cultures in their functioning from a comparative perspective. The main principles on which comparative linguoculturology is based are called by scientists anthropocentrism, explanatory nature, ethnocentrism and functionalism.

In the anthropocentric paradigm of recent decades, research on cognitive linguistics, linguoconceptology (Polish: *lingokonceptologia*) (Latin: *cognitio* – “knowledge”; English: *cognition* – “cognitive capabilities, knowledge, thought process”). The goal of scientific studies, notes O. Selivanova, is “to describe as fully as possible the semantics of words, word combinations, phraseological units or texts related to human cognitive activity, and, using cognitive interpretation of the results of linguistic research, to model the content of the concept”.³⁰

The basic concepts in the study include the concept of "linguistic picture of the world". The basis of understanding is the statement of the German philosopher W. von Humboldt (1767–1835) that "different languages are not different sound designations of the same object, but different visions of it".³¹

German linguist L. Weisgerber (1899 - 1985) developed the current ideas of the philosopher and described the linguistic picture of the world as a starry sky, in which among the countless stars there are some that receive their names, and the disorder of the stars is only imaginary, because they are combined into groups. The linguistic picture of the world consists in determining what content, knowledge, experience, assessments of reality are accumulated in the language and transmitted to subsequent generations.

For L. Weisgerber, language is an energy that determines the specificity of a certain people, an "intermediate world" between man and

²⁸ Голубовська, І. О. (2004). Етноспецифічні константи мовної свідомості (Автореф. дис. д-ра філол. наук, спец. 10.02.15). Київ. <http://referatu.net.ua/referats/7569/153925>

²⁹ Загнітко, А. П. (2008). Основи дискурсології. Донецьк: ДонНУ.

³⁰ Селіванова, О. О. (2008). Сучасна лінгвістика: напрями та проблеми (Підручник). Полтава: Довкілля-К.

³¹ Humboldt, W. von. (1888). *On language: The diversity of human language-structure and its influence on the mental development of mankind* (P. Heath, Trans.). Cambridge University Press. (Original work published 1836) https://assets.cambridge.org/97805216/67722/frontmatter/9780521667722_frontmatter.pdf

the outside world and is the result of "the transformation of the material, tangible, physical world into an intellectual-conceptual one." The scientist argued that the main characteristics of the linguistic picture of the world are systematicity and syncretism (the combination in the linguistic picture of the world of the mental guidelines of the ethnos, which are reflected in the language); variability and historicity (the linguistic picture of the world is a consequence of the historical development of the ethnos and at the same time the driving force of its evolution); multi-level structure (phonetic-articulatory, lexical, phraseological, word-forming, grammatical-syntactic levels); functionality (the linguistic picture of the world encodes the linguistic and cultural identity of the ethnos with the help of linguistic means, is a way of expressing the spiritual heritage of the people and at the same time the fact of its existence).

Generalization and systematization of scientific sources (I. Golubovskaya, S. Ermolenko, T. Kosmeda, M. Kochergan, L. Lysychenko, O. Malenko, etc.) gives grounds to single out the following characteristics of the term linguistic picture of the world:

– “the totality of the people’s ideas about reality recorded in language units”; “the division of the objective and conceptual world by means of language – lexical, grammatical units” (S. Ermolenko)³² ;

– “the representation of objects, phenomena, facts, situations of reality, value orientations, life strategies, behavioral scenarios in linguistic signs, categories, speech phenomena, which is the semiotic result of the conceptual representation of reality in ethnoconsciousness” (O. Selivanova)³³;

– “a mosaic-like field structure of interconnected language units, which, through a complex system of phonetic phenomena, lexical-semantic and grammatical meanings, as well as stylistic characteristics, reflects a relatively objective state of affairs in the environment and the internal state of a person, that is, in general, a picture (model) of the world as such” (V. Zhayvoronok)³⁴;

– “complex knowledge about man and the world is fixed in language” (E. Bartminsky and R. Tokarsky)³⁵;

³² Ермоленко С. Я. Мінлива стійкість мовної картини світу. Мовознавство. 2009. № 3–4. С. 93.

³³ Селіванова, О. О. (2008). Сучасна лінгвістика: напрями та проблеми (Підручник). Полтава: Довкілля-К.

³⁴ Жайворонок, В. В. (2007). Українська етнолінгвістика: нариси. Київ: Довіра. С.15.

³⁵ Bartmiński, J., & Tokarski, R. (1986). Językowy obraz świata a spójność tekstu. U T. Dobrzyńska (Red.), Teoria tekstu. Zbiór studiów (с. 65–82). Wrocław.

- «zawarta w języku interpretacja rzeczywistości, którą można ująć w postaci zespołu sądów o świecie. Mogą to być sądy bądź to utrwalone w samym języku, w jego formach gramatycznych, słownictwie, kliszowanych tekstach (np. przysłów), bądź to przez formy i teksty języka implikowane», «zbiór prawidłowości zawartych w kategoryalnych związkach gramatycznych (fleksyjnych, słowotwórczych, składniowych) oraz w semantycznych strukturach leksyki, pokazujących swoiste dla danego języka sposoby widzenia poszczególnych składników świata oraz ogólniejsze rozumienie organizacji świata, panujących w nim hierarchii i akceptowanych przez społeczność językową wartości» (short translation: "the conceptual structure, fixed in the language system, in its grammatical and lexical properties, is realized, like everything in language, with the help of texts (statements)" (R. Grzegorzycykowa / Grzegorzycykowa R.).³⁶

In the study, we are guided by the definition of the concept of "linguistic picture of the world", which is presented in the publications of I. Golubovska: "expressed by means of a certain language, the worldview and worldview of an ethnic group, a verbalized interpretation by the linguistic society of the surrounding world and oneself in this world".³⁷

The basis for the linguistic picture is the conceptual picture of the world, which is universal for the Ukrainian and Polish peoples with the same level of knowledge about the world. I. Serebryanska notes that the conceptual picture of the world corresponds to concepts, and the linguistic picture of the world corresponds to meanings.³⁸

The national linguistic picture of the world, according to N. Popova, reflects the worldview of certain groups of people who speak the same language, united territorially, as well as by other characteristics (education, profession, gender, erudition, temperament, character, etc.).³⁹

In the national linguistic picture of the world, I. Golubovskaya distinguishes a universal component (a general conceptual basis, a set of "mental universals, a non-national thought code that serves as a common basis for natural language, thinking and culture") and a national-specific

³⁶ Grzegorzycykowa, R. (1999). Pojęcie językowego obrazu świata. У J. Bartmiński (Ред.), *Языkowy образ світа* (с. 39–47). Lublin: UMCS.

³⁷ Голубовська, І. О. (2004). Етноспецифічні константи мовної свідомості (Автореф. дис. д-ра філол. наук, спец. 10.02.15). Київ. <http://referatu.net.ua/referats/7569/153925>

³⁸ Серебрянська, І. М. (2018). Освіта в Україні: спостереження крізь призму мовної картини світу (Монографія). Харків: Видавництво Іванченка І. С.

³⁹ Попова, Н. М. (2013). Принцип єдності свідомості й діяльності та його відображення у взаємодії концептуальної й мовної картини світу. *Проблеми семантики, прагматики та когнітивної лінгвістики*, (24), 341–349.

component, which "is formed as a result of recoding a thought code that is common to all ethnic groups into a verbal one within a specific ethnic language, accompanied by the imposition of national-specific nuances of worldview, worldview and world assessment on a universal logical-conceptual basis".⁴⁰

Representative of the linguocognitive direction O. Semenyuk⁴¹ outlines the concept of a value picture of the world, since different social groups may have different values. Representatives of different areas of linguistics, philosophy, and pedagogy also distinguish between a scientific picture of the world, which reflects the results of scientists' activities. The scientific picture of the world is the same for speakers of Ukrainian and Polish, while the linguistic picture has its own characteristics and serves as the content of linguistic consciousness.

In particular, the Polish linguist R. Tokarski notes that "The picture of the world contained in the general language, sometimes called the naive or colloquial picture, takes into account both objectively given features of reality and cultural conditions governing human thinking and assessments. Scientific knowledge of the world and the scientific picture of the world derived from it are essentially common to people speaking different languages, while the colloquial picture of the world is fixed and reproduced by the general language, and therefore each national language contains only the right picture of the world." (The image of the world is sometimes called a naive or colloquial image, it takes into account both objectively given features of reality and cultural conditions that regulate human thinking and assessments. Scientific knowledge of the world and the scientific picture of the world derived from it are mainly common to people who speak different languages, while the colloquial picture of the world is fixed and reproduced by a common language, therefore each national language has only the correct picture of the world" our translation - O.S.).⁴²

Researchers I. Androschuk⁴³, O. Denisevich, N. Nichkalo⁴⁴, B. Sitarska characterize the concept of a professional picture of the world.

⁴⁰ Голубовська, І. О. (2004). Етноспецифічні константи мовної свідомості (Автореф. дис. д-ра філол. наук, спец. 10.02.15). Київ. <http://referatu.net.ua/referats/7569/153925>

⁴¹ Семенюк, О. А., & Парашук, В. Ю. (2009). Основи теорії мовної комунікації: Навчальний посібник для студентів вищих навчальних закладів. Київ: Ін Юре. http://info-library.com/book/20_Osnovi_teorii_movnoi_komunikacii.html

⁴² Tokarski, R. (2001). Słownictwo jako interpretacja świata. У J. Bartmiński (Ред.), *Współczesny język polski* (с. 343–370). Lublin. S.344.

⁴³ Андрощук, І. (2019). Професійний розвиток науково-педагогічних/дидактичних і педагогічних працівників закладів

Obtaining a profession, notes O. Denisevich⁴⁵, can be considered as the process of forming an invariant image of the world, socially and cognitively corresponding to the realities of this world and serving as the basis for effective human activity in the world. When considering the conceptual component of the concept of education, we are guided in our research by the concept of a professional picture of the world.

Dynamic changes in the paradigm of linguistic knowledge, philosophy, cultural studies, psychology, and pedagogy affect the formation and development of the linguistic personality of the subject of the educational process as the main carrier of the linguistic picture of the world. The study of scientific works makes it possible to define a linguistic personality as one who:

- is able to creatively express himself in his native language, promote it, protect and develop it, that is, to treat it consciously, with a sense of responsibility for its fate (L. Matsko)⁴⁶;
- expressed in language (texts) and through language, accumulates mental, social, cultural, ethical and other components reflected through language and discourse (L. Struganets⁴⁷);
- perceives changes in language, adapts his thesaurus (lexicon) to the requirements of current realities, forms fragments of a new linguistic picture of the world for himself (O. Semenyuk)⁴⁸;
- is manifested in the multi-level and multi-component paradigm of speech personalities (T. Kosmeda)⁴⁹.

It is important to include the following components in the content

вищої освіти України і Республіки Польща в контексті освіти для миру. Освіта для миру = Edukacja dla pokoju, 2, 153–166.

⁴⁴ Ничкало, Н. Г. (2014). Розвиток професійної освіти в умовах глобалізаційних та інтеграційних процесів: монографія. Київ: Видавництво НПУ імені М. П. Драгоманова.

⁴⁵ Денисевич, О. В. (2013). Професійна картина світу українських та польських студентів: порівняльний аспект. УЗбірник наукових доповідей: Наука сьогодні: теорія, методологія, практика (Ч. 5, с. 71–75). Вроцлав.

⁴⁶ Мацько, Л. І. (2009). Українська мова в освітньому просторі (Навч. посіб.). Київ: Вид-во НПУ ім. М. П. Драгоманова.

⁴⁷ Струганець, Л. (2012). Поняття «мовна особистість» в україністиці. Культура слова, (77), 127–133.

⁴⁸ Семенюк, О. А., & Парашук, В. Ю. (2009). Основи теорії мовної комунікації: Навчальний посібник для студентів вищих навчальних закладів [Електронний ресурс]. Київ: Ін Юре. http://info-library.com/book/20_Osnovi_teorii_movnoi_komunikacii.html

⁴⁹ Космеда, Т. А. (2000). Аксиологічні аспекти прагмалінгвістики: формування і розвиток категорії оцінки. Львів: Вид-во ЛНУ ім. І. Франка.

of linguistic personality: values, worldview, cultural (level of cultural assimilation), personal (individual).⁵⁰

Important are the linguocognitive and motivational-pragmatic levels, which are determined by the lexicon, cognitive activity, intellectual sphere, interests, and motives of the individual.

The generalization of scientific studies gives grounds to generalize research approaches to the concept of “linguistic consciousness”: a form of consciousness that encompasses views, ideas, feelings, assessments, and guidelines regarding language and linguistic reality. In other words, linguistic consciousness is a caring, respectful attitude towards language” (P. Seligey).⁵¹

Its content is the verbalized part of the world picture – the linguistic world picture. L. Matsko⁵² proves that linguistic ability is the primary basis for the formation of linguistic consciousness, is fulfilled by linguistic thinking, mental images, reflections. Linguistic consciousness forms the cognitive (cognitive) content of speech.

The concept of researchers (T. Vilchynska⁵³, V. Zhayvoronok⁵⁴, V. Kononenko⁵⁵, L. Matsko⁵⁶, L. Oleander⁵⁷, O. Selivanova⁵⁸) considered as a subject of linguocognitology and linguoculturology and characterized as a verbally expressed meaningful unit of consciousness, enriched with cultural meanings and individual associations, which are implemented in language using a certain set of words in context and reflect the main stages of

⁵⁰ Струганець Л. Поняття «мовна особистість» в україністиці. Культура слова. 2012. № 77. С. 127–133.

⁵¹ Селігей, П. О. (2012). Мовна свідомість: структура, типологія, виховання. Київ: Вид. дім «Києво-Могилянська академія». С.40.

⁵² Мацько, Л. І. (2009). Українська мова в освітньому просторі (Навч. посіб.). Київ: Вид-во НПУ ім. М. П. Драгоманова.

⁵³ Вільчинська, Т. (2018). Слово і концепт: методика аналізу. У Л. Струганець (Ред.), Лексика на перетині наукових парадигм (с. 106–122). Тернопіль: Осадка Ю. В.

⁵⁴ Жайворонок, В. В. (2007). Українська етнолінгвістика: нариси. Київ: Довіра. С.15.

⁵⁵ Кононенко, В. І. (2006). Концептологія в лінгвістичному аспекті. Мовознавство, (2–3), 111–117.

⁵⁶ Мацько, Л. І. (2009). Українська мова в освітньому просторі (Навч. посіб.). Київ: Вид-во НПУ ім. М. П. Драгоманова.

⁵⁷ Оляндер, Л. К. (2000). Загальнолюдські цінності й людина в європейській літературі. Філологічні студії, (2), 12–16.

⁵⁸ Селіванова, О. О. (2008). Сучасна лінгвістика: напрями та проблеми (Підручник). Полтава: Довкілля-К.

development of language and culture. In Polish linguistics, the term *koncept* is used in parallel with the term *concept pojęcie* (representacja).

Conceptosphere, according to I. Serebryanska⁵⁹, considered as a segment of the conceptual system of a separate people, representing a certain field of knowledge. Various aspects of the concepts of the sphere of education are analyzed by linguists, philosophers, teachers, and cultural scientists, which makes it possible to generalize the experience gained in Ukrainian and Polish discourses within the framework of our study.

Thus, the analysis and generalization of scientific sources allowed us to outline the basic concepts of the study. The characteristics of discourse are proposed in the following interpretation: a multifaceted phenomenon that can be considered in the communicative aspect as verbal communication, in the structural-semantic aspect - as a fragment of text, higher than the level of speech, in the structural-stylistic aspect - as a non-textual organization of spoken speech, in the socio-pragmatic aspect - a text immersed in a communication situation.

In the work, we focus on institutional discourse, in particular, on its following varieties: educational-pedagogical, educational-theological, legislative-normative.

The concept of “linguistic picture of the world” is proposed in the definition of I. Golubovskaya: expressed by means of a certain language of the worldview and worldview of an ethnic group, a verbalized interpretation by the linguistic society of the surrounding world and oneself in this world. The value picture of the world as an element of the linguistic picture of the world, according to I. Serebryanskaya, contains a set of meanings that are most important for culture, value dominants that form a certain type of culture that is supported and preserved in language. When considering the cultural and conceptual components of the concept of education, we are guided by the concept of value and professional pictures of the world.

⁵⁹ Серебрянська, І. М. (2018). Освіта в Україні: спостереження крізь призму мовної картини світу (Монографія). Харків: Видавництво Іванченка І. С. С.345.

1.2. Current status and issues of research in the concept sphere of education

In accordance with the tasks of the work, we will review studies that describe or analyze the content, components, and thematic groups of the concept sphere of education.

The current problem of the concept sphere of education is in the field of research attention of philosophers (V. Andrushchenko, V. Kremen, I. Zyazyun), Ukrainian and Polish teachers (N. Nychkalo, S. Sysoeva, Z. Viatrovsky, T. Nowatsky), linguists (R. Grzegorzewska, L. Matsko, I. Serebryanska, O. Taranenko).

An important group of studies are international and legislative documents that present the conceptual and terminological apparatus of the education sphere. For the analysis, we take the texts of domestic regulatory documents of Ukraine (the Law of Ukraine "On Higher Education" (2014), the Law of Ukraine "On Education" (2017), the "National Educational Glossary: Higher Education", as well as the Laws of Poland (Ustawa z dnia 27 lipca 2005 roku. Prawo o szkolnictwie wyższym), the Strategy for the Development of Education by 2020 of the Republic of Poland, the Constitution of the Republic of Poland (1997), the Teacher's Charter (2008), as well as international documents (World declaration on higher education for the twenty-first century: vision and action (1998); Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region; Memorandum on Lifelong Learning (2018)), which emphasize the need for high-quality development of education, higher education and science.

Terms recorded in domestic regulatory documents to designate the national education system I. Serebryanska⁶⁰ unites into several main lexical-semantic groups: "Educational process", "Students", "Pedagogical, scientific-pedagogical and scientific workers", "Educational institutions", "Educational management". In the study, characterizing the concept of education in legislative and regulatory documents, we rely on the scientific research of the scientist.

An important group in the study are national lexicographic and encyclopedic works ("Dictionary of the Ukrainian Language": in 11 volumes (1970–1980), Dictionary of the Ukrainian Language (online). Volumes 1–6 [Electronic resource] // Ukrainian Language and Information Fund of the National Academy of Sciences of Ukraine (2016); "Ukrainian Language. A Short Explanatory Dictionary of Linguistic Terms"; "Słownik

⁶⁰ Серебрянська, І. М. (2018). Освіта в Україні: спостереження кризь призму мовної картини світу (Монографія). Харків: Видавництво Іванченка І. С. С.345.

języka polskiego"; "Mały słownik języka polskiego"; "Encyclopedia of Education"; "Ukrainian Pedagogical Dictionary"; "Encyklopedia pedagogiczna XXI wieku" (2004), Mały słownik etyczny (1994), (1996); Okoń W. Nowy słownik pedagogiczny, Leksykon Pedagogiczny. Angielsko-polsko-ukraiński ("Pedagogical Lexicon English-Polish-Ukrainian"), which organize the educational terminological system.

A separate group consists of works devoted to description of the field structure (model) of the concept sphere / concept of education as a fragment of the national-linguistic picture of the world of native English speakers (I. Bodnar⁶¹, L. Verhun⁶², L. Glukhova⁶³).

In the study of O. Nikolaeva, a structural and semantic characteristic of the lexical and semantic group "Higher education in the USA" was carried out. A. Belyaeva⁶⁴ offers a linguocultural model of the concept of education in national identity and a comparative analysis in different linguocultures, I. Kolesnikova.⁶⁵

The works of A. Gabidulina are devoted to the metaphorical modeling of basic concepts of pedagogical discourse.⁶⁶

The translational correspondence of the terminology of languages (Ukrainian and English) is emphasized in the works of L. Verhun⁶⁷, The study of I. Makar is devoted to Latins in the educational sphere in the

⁶¹ Боднар, І. М. (2015). Концепт ОСВІТА як фрагмент мовної картини світу носіїв англійської мови. Науковий вісник Східноєвропейського національного університету ім. Лесі Українки, 4, 16–21.

⁶² Вергун, Л. І. (2004). Перекладна взаємовідповідність англійської та української освітньої лексики (Автореф. дис. канд. філол. наук, спец. 10.02.16). Київ.

⁶³ Глухова, Л. О. (2016). Вербалізація концепту EDUCATIONAL MANAGEMENT в сучасній англомовній картині світу (Дис. канд. філол. наук, спец. 10.02.04). Дніпропетровськ.

⁶⁴ Беляєва, А. В. (2012). Концепт ОСВІТА в англійській, французькій, українській та російській мовах (Автореф. дис. канд. філол. наук, спец. 10.02.17). Донецьк: Б. в.

⁶⁵ Колеснікова, І. А. (2009). Лінгвокогнітивні та комунікативно-прагматичні параметри професійного дискурсу (Автореф. дис. д-ра філол. наук, спец. 10.02.15). Київ.

⁶⁶ Габідуліна, А. Р. (2010). Навчально-педагогічний дискурс: категоріальна структура та жанрова своєрідність (на прикладі шкільного предмета "російська мова") (Автореф. дис. д-ра філол. наук, спец. 10.02.02). Київ.

⁶⁷ Вергун, Л. І. (2004). Перекладна взаємовідповідність англійської та української освітньої лексики (Автореф. дис. канд. філол. наук, спец. 10.02.16). Київ.

Ukrainian language.⁶⁸ The linguistic and regional studies aspect of school affairs is revealed in the works of N. Pasichnyk.⁶⁹

The history of Ukrainian-Polish linguistic and educational relations is a subject of scientific reflection as Ukrainian (I. Androschuk⁷⁰, A. Vasilyuk⁷¹, N. Nichkalo⁷², S. Sysoeva⁷³), and Polish scientists (M. Kwiek, R. Grzegorzczukowa)⁷⁴, K. Denek⁷⁵, B. Sitarska⁷⁶, M. Tonas⁷⁷).

As the analysis shows, the creative cooperation of educators of the two countries is multifaceted and interdisciplinary. Innovative approaches, joint projects are successfully implemented in the creative activities of general secondary, vocational, higher education institutions, academic institutions, institutes.

Thus, the analysis of the issues of the concept of education allowed us to identify the following groups of studies: international and legislative documents, which present the conceptual and terminological apparatus of the sphere of education; dissertations, publications devoted to the description of the concept sphere / concept of education as a fragment of the

⁶⁸ Макаp, І. С. (2014). Латинізми освітньої сфери в українській мові. Науковий вісник Чернівецького університету. Германська філологія, (692–693), 65–68.

⁶⁹ Пасічник, Н. (н.д.). Реалізація концепту «Освіта» на прикладі англійських дидактичних термінів, що позначають учасників навчального процесу. www.rusnauka.com/18_EN_2009/.../48811.doc.htm

⁷⁰ Андросчук, І. (2019). Професійний розвиток науково-педагогічних/дидактичних і педагогічних / дидактичних працівників закладів вищої освіти України і Республіки Польща в контексті освіти для миру. *Освіта для миру = Edukacja dla pokoju*, 2, 153–166.

⁷¹ Wasyluk, A., & Tanaś, M. (2006). *Leksykon pedagogiczny. Angielsko-polsko-ukraiński*. Warszawa–Kijów: Wydawnictwo Naukowe NOVUM.

⁷² Ничкало, Н. Г. (2014). Розвиток професійної освіти в умовах глобалізаційних та інтеграційних процесів: монографія. Київ: Видавництво НПУ імені М. П. Драгоманова.

⁷³ Сисоева, С. (2012). Сфера освіти як об'єкт дослідження. *Освітологія: польсько-український / українсько-польський щорічник*, (Вип. I), 22–29. Київ: ВП «Едельвейс». С. 23.

⁷⁴ Grzegorzczukowa, R. (1999). *Pojęcie językowego obrazu świata*. У J. Bartmiński (Ред.), *Językowy obraz świata* (с. 39–47). Lublin: UMCS.

⁷⁵ Denek, K. (2000). *Aksjologiczne aspekty edukacji szkolnej*. Torun: Wydawnictwo Adam Marszałek.

⁷⁶ Сітарська, Б. (2005). Теоретичні і методологічні засади дидактичних завдань з педагогіки у процесі підготовки та вдосконалення вчителів (Автореф. дис. докт. пед. наук, спец. 13.00.04). Київ: Київський національний університет імені Тараса Шевченка.

⁷⁷ Wasyluk, A., & Tanaś, M. (2006). *Leksykon pedagogiczny. Angielsko-polsko-ukraiński*. Warszawa–Kijów: Wydawnictwo Naukowe NOVUM.

national-linguistic picture of the world of speakers of different languages, comparative analysis in different linguistic cultures, metaphorical modeling of basic concepts of pedagogical discourse, translational correspondence of educational terminology of Ukrainian and English languages. The study of documents and scientific works made it possible to determine the components of the concept of education: conceptual, cultural, value, and to highlight the terms of the concept sphere of education by thematic groups ("Educational process", "Pedagogical, scientific-pedagogical and scientific workers").

1.3. Content and thematic groups of the concept of education

Let us consider the content of the concept. The term comes from the Latin *conceptus*, and it was introduced into the sphere of humanitarian knowledge by S. Askoldov (1870–1945). The linguist characterized the concept as symbolic, dynamic, potential and distinguished cognitive and artistic types of concepts.

In linguistic and pedagogical sources, the concept has been actively used since the 90s of the 20th century, while the term is characterized from the angle of linguocognitive and linguoculturological approaches.

Representatives of linguocognitive (F. Batsevich⁷⁸, T. Vilchynska⁷⁹, O. Malenko⁸⁰) focus on identifying general patterns in the formation of mental formations. Representatives of the culturological approach (N. Sluhai and others) interpret the concept as a center of culture in the mental world of a person, the semantic side of the sign, represented in the mentality.

Experts include lexemes, the meanings of which constitute the content of the national linguistic consciousness and form a naive picture of the world of native speakers, and the set of concepts creates a concept sphere, respectively. In the study, we are guided by scientific studies of the concept as a multidimensional mental formation with figurative-perceptual, conceptual and value layers.

⁷⁸ Бацевич, Ф. С. (2009). *Основи комунікативної лінгвістики* (2-ге вид., доп.). Київ: ВЦ «Академія».

⁷⁹ Вільчинська, Т. (2018). Слово і концепт: методика аналізу. У Л. Струганець (Ред.), *Лексика на перетині наукових парадигм* (с. 106–122). Тернопіль: Осадца Ю. В.

⁸⁰ Маленко, О. О. (2010). *Лінгво-естетична інтерпретація буття в українській поетичній мовотворчості (від фольклору до постмодерну)*. Харків: Харківське історико-філологічне товариство.

In Polish linguistics, as the analysis shows, the term *koncept* is used in parallel with the term *pojęcie* (representacja). J. Puzynina⁸¹ notes: «Bardzo ważne jest określenie cech – czy też szerzej: pojęć, inaczej: konceptów – o które tu chodzi, jako istotnych i trwałych oraz wynikających z historii i kultury narodu». (It is very important to identify the features of the concept that are considered relevant and stem from the history and culture of the nation.).

J. Bartmiński⁸² writes «W programie etnolingwistycznych» *значає*: badań tożsamościowych podstawę materiałową poszukiwań zawartości treściowej „konceptów narodowych” (czyli pojęć typu *polskość*, *rosyjskość*, *czeskość* itp.) powinny więc utworzyć cztery podstawowe grupy faktów» (In the ethnolinguistic identity research program, the basis for searching for the content of national concepts is the main groups of facts about Polishness, Russianness, Czechness, etc.).

In the study, we are guided by the definition proposed by T. Vilchynska⁸³: A concept is a cluster of certain concepts and ideas obtained by a person throughout his life, which is verbalized by various linguistic means that form his nominative field, which is complex in nature and covers various groups of vocabulary. We consider the concept sphere of education as a cultural psychomental feature of Ukrainians and Poles, a personality-oriented, socially-oriented, nationally-oriented, value-oriented phenomenon that is under the influence of innovative trends in education and language.

The generalization of scientific sources gives grounds to assume that the concepts of the sphere of education are verbalized through linguistic means - linguistic signs (words, phraseological combinations, free word combinations, syntactic constructions, texts and a set of texts), which convey the specifics of each concept and also constitute lexical and semantic groups. Within the lexical-semantic group of education, we highlight key nominations that are characterized by a high frequency of use in paremic, legislative-normative, educational-pedagogical discourses, an extensive system of syntagmatic connections, the integral feature of which is “belonging to education”.

⁸¹ Puzynina, J. (2010) Jakie wartości współtworzą „duszę” Europy u progu XXI wieku, „PAUza Akademicka” . http://pauza.krakow.pl/102_34_2010.pdf (data of appeal: 04.03.2019).

⁸² Bartmiński, J. (2012) *Językowe podstawy obrazu świata*. Lublin. 2012. 328 s.

⁸³ Вільчинська, Т. (2018). Слово і концепт: методика аналізу. У Л. Струганець (Ред.), *Лексика на перетині наукових парадигм* (с. 106–122). Тернопіль: Осадца Ю. В.

Educational vocabulary in Ukrainian and Polish is united by associative-logical connections and provides intercultural communication at different levels in the field of education. In particular, specialists include lexemes that nominate concepts and phenomena of this field and are used for professional and scientific-theoretical communication of education specialists in the thesaurus of educational terms.

S. Sysoeva and I. Sokolova⁸⁴ characterize the thesaurus as a set of concepts of a certain field of science, which reproduces the volume and quality of information that science has about the subject of research. For educational discourse, connections between terms that belong to one or more fields of knowledge are important.

In the structure of the concept of education, according to I. Serebryanska⁸⁵, we distinguish cultural, conceptual and figurative-value components necessary for the identification of an object and phenomenon as a fragment of the national linguistic picture of the world. I. Serebryanska, based on the analysis of legislative and regulatory, media discourse, distinguishes the following lexical and semantic groups:

- "Education and its types, general concepts" (education, academic freedom, free education, electronic textbook, individual educational trajectory, inclusive education, educational process, educational activity, educational service, educational program, learning outcomes, level of education, etc.),

- "Educational institutions" (non-profit educational institution, for-profit educational institution, autonomy of an educational institution, management of an educational institution, supervisory (trustee) board of an educational institution, university, academy, institute, college, national higher education institution, research university, etc.), school;

- "Ensuring the quality of education" (education quality assurance system, guaranteeing the quality of education, system and mechanisms for ensuring academic integrity, licensing of educational activities, accreditation of educational programs, academic plagiarism, self-plagiarism, monitoring of educational programs, evaluation, quality of higher education, quality control, etc.),

- "Participants in the educational process" (student, higher education student, student, cadet, postgraduate student, doctoral student, listener, person with special educational needs, foreign student, researcher, scientific and pedagogical worker, pedagogical worker, associate professor,

⁸⁴ Сисоєва, С. О., & Соколова, І. В. (2010). Проблеми неперервної освіти: Тезаурус наукового дослідження. Київ: ЕКМО. с.327.

⁸⁵ Серебрянська, І. М. (2018). Освіта в Україні: спостереження крізь призму мовної картини світу (Монографія). Харків: Видавництво Іванченка І. С.

professor, academic staff, etc.), nominations of persons carrying out pedagogical activities (lecturer, teacher, pedagogue, mentor, professor, educator),

- "Educational management" (Cabinet of Ministers of Ukraine, central executive body in the field of education and science, National Academy of Sciences of Ukraine, founder of a higher educational institution, public self-government body in the field of higher education and science, head of a higher education institution, academic council, head of a faculty/educational and scientific institute/department, head (head) of a department, supervisory board, working and advisory body, student self-government, scientific society of students (cadets, listeners), postgraduate students, doctoral candidates and young scientists, etc.),

- "Educational process" (ranking list of entrants, enrollment outside the competition, external independent assessment, full-time (daytime, evening) form of study, part-time (distance) form of study, independent work, practical training, control event, individual lesson, etc.).

As a basis for the classification of educational terms, I. Serebryanska chooses new regulatory documents (the Laws of Ukraine "On Higher Education" (2014), "On Scientific and Scientific-Technical Activity" (2016), "On Education" (2017) and media discourse. Within the framework of the third section, we will consider some of the proposed concepts of education, higher education, scientific and pedagogical worker, pedagogical worker, lecturer, teacher, pedagogue, mentor, academic culture. We also take into account the work of L. Verhun⁸⁶, which, based on the analysis of the educational vocabulary of the English and Ukrainian languages, distinguishes terms of the actual terminological system of education, colloquial school vocabulary, colloquial student vocabulary, professional and colloquial vocabulary of teachers and lecturers.

For the selection of lexemes of the concept sphere of education, the results of the free associative experiment of O. Denisevich are important for our study⁸⁷ in order to identify the most important professional concepts, in which 277 informants participated, including 218 students of various specialties and teachers of the Ivan Franko State University of Zhytomyr and 59 Polish students, native speakers of Ukrainian, studying at higher

⁸⁶ Вергун, Л. І. (2004). Перекладна взаємовідповідність англійської та української освітньої лексики (Автореф. дис. канд. філол. наук, спец. 10.02.16). Київ.

⁸⁷ Денисевич, О. В. (2013). Професійна картина світу українських та польських студентів: порівняльний аспект. УЗбірник наукових доповідей: Наука сьогодні: теорія, методологія, практика (Ч. 5, с. 71–75). Вроцлав.

education institutions in Poland (universities of Warsaw, Krakow, Lublin, Gdansk, Wroclaw, Toruń, Poznań, Gniezno, Rzeszów and Łódź). The following lexemes were identified (the lexemes that were to some extent explained in our study are highlighted in italics): duty, development, teacher, perspective, relevance, career, professional, subject, work, lesson, education, interest, family, skill, schedule, self-criticism, school, money, practice, book, success, self-improvement, student, university, talent, study, preparation, science, leader, mind, level, organization, excellent student, diploma, activity, person, exam, life, team, culture, reputation, learning, goal, literature, dream, worldview, vacation, qualification, computer, language, soul, thinking, experience, information, achievement, upbringing, salary, values, scientific work, mood, knowledge, Ukraine, result, foreign language, incentive, employment, character, reading, teach, which made up the list of stimulus words.

Conceptually important, as the analysis shows, for a group of Ukrainian students are the following stimuli: perspective (with a frequency of 17), education (33), interest (36), family (18), skill (24), self-criticism (17), school (19), practice (19), book (24), student (23), myself (31), talent (17), study (18), level (23), excellent student (23), diploma (19), activity (34), team (16), goal (19), vacation (30), thinking (18), achievement (13), salary (27), Ukraine (23), result (14), foreign language (16), employment (19), reading (20). In the group of Polish students, the following stimuli are important: duty (8), teacher (7), perspective (7), relevance (8), career (6), subject (10), work (10), education (7), interest (12), skill (16), schedule (6), school (7), book (8), self-improvement (7), myself (9), talent (14), study (6), level (6), activity (11), team (6), culture (7), goal (6), vacation (10), computer (6), thinking (6), experience (8), achievement (6), upbringing (7), salary (10), values (7), Ukraine (10), result (7), foreign language (8), employment (10).

We should also note that in the study we are guided by the proposal of Polish researchers (E. Bartmiński⁸⁸, V. Khlebda⁸⁹), which investigate the concept according to a scheme that takes into account the broad context of lexical-semantic and conceptual connections: hyperonyms; antonyms, collections (Polish. *kolekcje /ciągi*), names of concepts that are regularly used in parallel; synonyms; collocations (stable features fixed in phraseological units).

⁸⁸ Bartmiński, J. (2012). *Językowe podstawy obrazu świata*. Lublin.

⁸⁹ Chlebda, W. (2000). *Пłaszczyzny oglądu językowego obrazu świata*. Y S. Gajda (Ред.), *Komparacja systemów i funkcjonowania współczesnych języków słowiańskich* (T. 1, c. 164–178). Opole.

So, the analysis, systematization, and generalization of scientific sources allowed us to choose as the starting positions the characteristics of the concept proposed by T. Wilczynska (a concept is a cluster of certain concepts and ideas obtained by a person throughout his life, which is verbalized by various linguistic means that form his nominative field, which is complex in nature and covers various groups of vocabulary); A. Prykhodko (a concept is a phenomenon of life philosophy, an everyday analogue of worldview concepts that are fixed in the vocabulary of natural languages and ensure the stability and continuity of the spiritual culture of the ethnic group, that is, as an important culturally significant category of the inner world of a person). In Polish linguistics, as the analysis shows, the term *koncept* is used in parallel with the term *concept* *pojęcie* (*reprezentacja*).

Specialists include *lexemes*, the meanings of which constitute the content of the national linguistic consciousness and form a naive picture of the world of native speakers, and the set of concepts creates a concept sphere, respectively.

The generalization of scientific sources gives grounds to assume that the concepts of the education sphere are verbalized through linguistic means - linguistic signs (words, phraseological combinations, free word combinations, syntactic constructions, texts and sets of texts), which constitute certain lexical and semantic groups. Within the lexical-semantic group education, we highlight key nominations that are characterized by a high frequency of use in paremic, legislative-normative, educational-pedagogical discourses, an extensive system of syntagmatic connections, the integral feature of which is "belonging to education". Educational vocabulary in the Ukrainian and Polish languages is united by associative-logical connections and provides intercultural communication at different levels in the field of education.

Chapter 2

CULTURAL COMPONENT OF THE CONCEPT OF EDUCATION IN THE ASPECT OF AN INTERDISCIPLINARY APPROACH

The second section contains a description of the interdisciplinary approach to the study of the concept of education. The analysis of some dictionary entries in linguistic and pedagogical dictionaries, ethnospecific features of the concept of education based on Polish and Ukrainian proverbs and in the educational and theological discourse of John Paul II is proposed.⁹⁰

2.1. Interdisciplinary approach in the study of the concept of education

In accordance with the objectives of the study, we will outline the essence of an interdisciplinary approach to the study of the concept sphere of education.

Ukrainian-Polish contacts at the social, educational-pedagogical and cultural levels have acquired qualitatively new features since the beginning of the 90s of the 20th century, with the gaining of independence by Ukraine. Scientists also note the revival of interaction, in particular in the field of comparative linguoculturology, educational discourse, which allows us to systematize the state and perform the function of a kind of monitoring of the quality of Polish-Ukrainian, Ukrainian-Polish language relations in the field of education.

When analyzing the concept of education, we are guided by the provisions of an interdisciplinary approach, which combines the methods of linguoculturology, cognitive linguistics, pedagogical axiology, the provisions of cognitive-discursive, linguoculturological, linguoaxiological, praxeological approaches.

⁹⁰ У роботі використано: Семенов, О. М. (Ред.). (2022). *Текст у дослідницьких парадигмах: теорія і практика* [Колективна монографія]. Вид-во СумДПУ імені А. С. Макаренка; Семенов, О. М. (2019). *Концептосфера освіта в українському та польському дискурсах: міждисциплінарний підхід* (Ю. Громик, Наук. ред.). Видавництво СумДПУ імені А. С. Макаренка.

Interdisciplinary research, notes S. Sysoeva⁹¹, – This is research that involves the interaction of different branches of scientific knowledge in the study of the same object of complex reality. The main features of interdisciplinary research are the combination of different branches of scientific knowledge, analysis and interpretation of results from the position of the "leading" discipline.

The cognitive-discursive approach takes into account the stylistic-pragmatic elements and moral-ethical guidelines of speakers that provide educational discourse. Researchers (A. Zagnitko⁹², call educational discourse T. Radzievska⁹³, S. Sysoeva⁹⁴) is called a set of texts united by a common theme of human educational activity, which finds linguistic reflection in various functional-stylistic types of texts - regulatory, scientific, media, artistic, colloquial. Educational discourse covers such key categories of the concept of education as knowledge, upbringing, teacher, pedagogue, lecturer, student, skill, innovation.

The culturological approach allows us to consider the ethnographic / ethnocultural component of the concept of education. T. Vilchynska⁹⁵ rightly notes that in each language there are key words, with the help of which it is possible to understand a certain culture and identifies the criteria of the linguocultural significance of the concept: prevalence (high frequency); entry into established idiomatic constructions; nominative density; linguocultural marking; the presence of "etymological memory". We use the comparative method to identify general and specific in understanding knowledge, learning in Ukrainian and Polish linguocultures.

We consider the position of V. Kremen on the dialogical development of culture as a way of human communication with the desire for mutual understanding and tolerant intercultural communication to be necessary in the study. In particular, A. Zagnitko note⁹⁶, T. Kosmeda⁹⁷, The

⁹¹ Сисоєва, С. (2012). Сфера освіти як об'єкт дослідження. Освітологія: польсько-український / українсько-польський щорічник, (Вип. I), 22–29. Київ: ВП «Едельвейс».

⁹² Загнітко, А. П. (2008). Основи дискурсології. Донецьк: ДонНУ.

⁹³ Радзівєвська, Т. В. (2018). Дискурсивні простори: історико-лінгвістичний вимір. Київ: ДП «Інформаційно-аналітичне агентство».

⁹⁴ Сисоєва, С. (2012). Сфера освіти як об'єкт дослідження. Освітологія: польсько-український / українсько-польський щорічник, (Вип. I), 22–29. Київ: ВП «Едельвейс». С. 23.

⁹⁵ Вільчинська, Т. (2018). Слово і концепт: методика аналізу. У Л. Струганець (Ред.), Лексика на перетині наукових парадигм (с. 106–122). Тернопіль: Осадца Ю. В.

⁹⁶ Загнітко, А. П. (2008). Основи дискурсології. Донецьк: ДонНУ.

linguistic aspect of intercultural communication itself is aimed at studying verbal and paraverbal markers of cultural information in order to achieve communicative cooperation, mutual understanding between speakers of different cultures and prevent communicative conflict, and to form intercultural communicative competence on the basis of cultural relativism and tolerance for foreign culture and language, and for their cultural standards. The priority of the ethnocultural approach, according to V. Kononenko⁹⁸, is that ethnoculture is considered in the organic connection of the historical development of the people, their mentality, national character, self-consciousness, as one of the determining means of forming an ethno-personality; a person is able to successfully participate in the knowledge of world culture and universal human values after mastering their national culture.

We assign an important role to the axiological approach (axiology from the Greek *axia* – value, *logos* – word), which qualitatively enriches scientific views on the role of texts, discourses, which develops memory, attention, imagination, “linguistic thinking and language formation” (L. Matsko⁹⁹). The axiological context of the concept of education is considered by researchers within the framework of linguistic and pedagogical axiology, which combine philosophical, sociological, historical and cultural, linguistic principles of the formation of a system of values. The concept of “values” is characterized according to the Small Ethical Dictionary as “everything that is worthy of desire and choice; is the ultimate goal of human aspirations”.¹⁰⁰

Outside of a system of values, Kazimierz Denek rightly observes, education has no meaning.¹⁰¹

The Polish researcher emphasizes that for education and science, the values of knowledge and values of a universal (universal) nature are fundamental. For education, such values as novelty, truth, creativity are characteristic. Clarity, clarity and obviousness of knowledge are also important, as well as certain characteristics of the subjects of the educational process: freedom, responsibility, authenticity, dialogue, openness, respect.

⁹⁷ Космеда, Т. А. (2000). Аксиологічні аспекти прагмалінгвістики: формування і розвиток категорії оцінки. Львів: Вид-во ЛНУ ім. І. Франка.

⁹⁸ Кононенко, В. І. (2006). Концептологія в лінгвістичному аспекті. Мовознавство, (2–3), 111–117.

⁹⁹ Мацько, Л. І. (2009). Українська мова в освітньому просторі (Навч. посіб.). Київ: Вид-во НПУ ім. М. П. Драгоманова.

¹⁰⁰ Jedynek, S. (Ред.). (1994). *Mały słownik etyczny*. Bydgoszcz.

¹⁰¹ Denek, K. (2000). *Aksjologiczne aspekty edukacji szkolnej*. Torun: Wydawnictwo Adam Marszałek.

To analyze innovations in education, it is also advisable to use the linguopraxeological approach, which is based on the principles of praxeology: quality, success, productivity, effectiveness, efficiency. In reference sources, the concept of "praxeology" (Greek *praxis* (action, practice), *praktikos* - active; Latin *praxeus* (action) and *logos* - word, teaching) means "knowledge about actions", knowledge of practice in its philosophical sense, obtaining general information about human activity, a branch of sociological research that studies the methodology of considering various actions or their combinations from the perspective of effectiveness; a science that studies historical types and types of practice - rational forms of organizing human actions aimed at changing nature, society and man himself. The term linguopragmatics (Greek *pragma* - action; *pragmatos* - business) is also used; this is the name of the branch of linguistics that studies language in a social, situational context.

The research of scientists in the second half of the 20th century was the basis for the theory of effective activity ("skilled life activity") of T. Kotarbiński (1886-1981). The Polish scientist defined praxeology as a general theory of effective organization of activity, a discipline that synthesizes data from various sciences related to the organization of labor, as a "grammar of actions", which in practical terms clarifies ways and means of increasing labor productivity in quantitative and qualitative terms. The tasks of praxeology, proven by T. Kotarbiński¹⁰², - on the basis of broad generalizations of the accumulation of historical experience to substantiate and develop norms of maximum expediency of activity. We use the provisions of praxeology in the study of the latest concepts in educational and pedagogical discourse.

Let us outline interdisciplinary trends in educational discourse.

Analysis of scientific linguistic, pedagogical sources shows: education is now an important factor in the spiritual and material treasury of Europe and the modern world. The solution of such problems as the excess of knowledge and its rapid de-actualization, quite often the unsuitability of acquired educational qualifications to the changing social, economic and cultural reality is relevant for both the Polish and Ukrainian educational communities. Against the background of the above, the goal of educational discourse is important - the analysis of professional, social, personal spheres for the formation of a worldview, moral values of society.

The purpose and task of educational discourse is to create texts that allow to disseminate knowledge messages, to form new knowledge about

¹⁰² Kotarbiński, T. (1958). *Wybór pism. Tom 2: Myśli o myśleniu*. Warszawa: Państwowe Wydawnictwo Naukowe.

the content of education, methods and techniques of teaching and upbringing. Various variants of educational discourse, in particular educational-pedagogical, on which attention is focused in our study, unite the thematic construction, social sphere (education), communicators (pedagogue, lecturer, teacher, student), goal (socialization of subjects of the educational process), values.

A wide thematic spectrum of educational and pedagogical discourse on the multi-faceted analysis of the education system of the Republic of Poland and Ukraine is offered by both Ukrainian (I. Androschuk, A. Vasilyuk, N. Nychkalo, S. Sysoeva) and Polish scholars (M. Kwiek, R. Grzegorzczkova, K. Denek, B. Sitarska, M. Tonas).

The Ukrainian pedagogical terminological system is studied and organized by S. Goncharenko ("Ukrainian Pedagogical Dictionary")¹⁰³, I. Zyazyun, N. Nychkalo ("Vocational Education", 2001).¹⁰⁴

The Polish pedagogical terminological system is analyzed by V. Okon (Nowy słownik pedagogiczny)¹⁰⁵, A. Vasilyuk, co-authored with his Polish colleague M. Tanas (Leksykon Pedagogical. Angielsko-polsko-ukraiński ("Pedagogical Lexicon English-Polish-Ukrainian")).¹⁰⁶

The publications present the main concepts and terms related to the educational process, new pedagogical theories, concepts, categories. The source base for reference publications is terms from such sciences as linguistics, pedagogy, psychology, philosophy, computer science, etc.

Thesaurus of Continuing Education, which shows the variability of processes and phenomena occurring in modern pedagogical education in Poland and Ukraine, is summarized by S. Sysoeva and I. Sokolova.¹⁰⁷

Thus, when analyzing the concept of education, we are guided by the provisions of an interdisciplinary approach, which combines the methods of linguoculturology, cognitive linguistics, pedagogical axiology, the provisions of cognitive-discursive, linguoculturological, linguoaxiological, praxeological approaches.

¹⁰³ Гончаренко, С. У. (1997). Український педагогічний словник (С. Головка, ред.). Київ: Либідь.

¹⁰⁴ Професійна освіта: Словник / [уклад.: С. У. Гончаренко та ін.; ред. Н. Г. Ничкало]. (2000). Київ: Вища школа.

¹⁰⁵ Okoń, W. (2007) Nowy słownik pedagogiczny. Warszawa: Wydawnictwo Akademickie "Żak". 490с.

¹⁰⁶ Wasyluk, A., & Tanaś, M. (2006). Leksykon pedagogiczny. Angielsko-polsko-ukraiński. Warszawa–Kijów: Wydawnictwo Naukowe NOVUM.

¹⁰⁷ Сисоева, С. О., & Соколова, І. В. (2010). Проблеми неперервної освіти: Тезаурус наукового дослідження. Київ: ЕКМО.

The cognitive-discursive approach takes into account stylistic-pragmatic elements and moral-ethical guidelines of speakers that provide educational discourse. Educational discourse is defined as a set of texts united by a common theme of educational activity, which finds linguistic reflection in various functional-stylistic types of texts - regulatory-legislative, scientific, media, artistic, colloquial.

The cultural approach allows us to consider the ethnographic/cultural component of the concept of education, ethnoculture is considered in the organic connection of the historical development of the people, its mentality, national character, self-consciousness, as one of the determining means of forming an ethno-personality. The comparative method is used to identify the common and specific in the understanding of education in the Ukrainian and Polish educational discourse.

The axiological context of the concept of education is considered within the framework of linguistic and pedagogical axiology, which combine philosophical, sociological, historical and cultural, linguistic principles of the formation of a system of values. For the analysis of innovations in education, it is also advisable to use the linguopraxeological approach, which is based on the principles of praxeology: quality, success, productivity, effectiveness, efficiency.

2.2. The concept of education in linguistic and pedagogical dictionaries

The role of the dictionary in the formation of the educational terminological system is significant. Ukrainian researcher V. Perebyinis characterizes the dictionary as “an intellectual mentor and guide in the ocean of lexical treasures of the language”.

Polish scientist V. Khlebda notes: «Słowniki można traktować zarówno jako kondensaty мовної картини світу (jako podsumowanie i zwięźczenie prac nad obserwacją i analizą JOS), jak też i jako podstawę do rekonstruowania JOS (na podstawie składu siatki hasłowej, definicji znaczeń, kwalifikatorów, nawet ilustracji przykładowych).

The source of reliable information is academic dictionaries and reference books created by the National Academy of Sciences and the National Academy of Sciences of Ukraine in order to meet the cultural and educational needs and requirements of the individual.

The issues of research in the conceptual sphere of “education” are actually related to the ambiguity of the word “education”, which is recorded in dictionaries.

Let us define the lexeme “education”, in particular, according to the dictionary of the Ukrainian language (ed. I. Bilodid): it is the

totality/level of knowledge acquired in the process of learning; education; the process of assimilation of knowledge; the general level of knowledge (in society, the state, etc.); raising the level of knowledge; training; a system of educational activities; a system of institutions and institutions through which these activities are carried out; rarely. literacy, literacy.¹⁰⁸

The Ukrainian Soviet Encyclopedia gives the following meanings of the lexeme “education”: “a social phenomenon that acts as an attribute and constant companion of humanity throughout its progressive path of evolutionary development”, “a social value for each individual and for society”, “a special function of society and its important institution – the state – in relation to its citizens (the formation and development of socially significant qualities of each individual as a member of society and a citizen of the state), on the one hand, and at the same time the function of conscious self-development of citizens, on the other”; “the process and result of socialization of members of society, i.e., the inclusion of people in complex, meaningful social relations”, “a complex hierarchical system that encompasses various levels of education, meaningfully, logically and consistently interconnected”, “a sector of the intangible sector (non-productive in the narrow sense of the word) of society's life, organically connected with other “related” sectors - culture, science, healthcare, art, etc.”, “a special kind of intellectual, physical and managerial activity - pedagogical, the main content of which is the interaction of teachers and those who are the subjects of educational influence”, “the process of assimilation of knowledge”, “the result of educational activity (education)”.¹⁰⁹

S. Goncharenko, the author of the “Ukrainian Pedagogical Dictionary”, emphasizes the spiritual component of education: “education is the spiritual face of a person, which is formed under the influence of moral and spiritual values, which are the care of his cultural circle, as well as the process of upbringing, self-education, influence, polishing, that is, the process of forming a person’s face. The main thing is not the amount of knowledge, but the combination of the latter with personal qualities, the ability to independently manage one’s knowledge.”¹¹⁰

¹⁰⁸ Словник української мови (1970–1980). У 11 т. / [редкол.: І. К. Білодід (голова) та ін.]. Київ: Наукова думка.

¹⁰⁹ Українська радянська енциклопедія (1977–1985). У 12 т. (2-ге вид.) / [ред. М. П. Бажан]. Київ. <http://leksika.com.ua/18920924/ure/osvita>.

¹¹⁰ Гончаренко, С. У. (1997). Український педагогічний словник (С. Головка, ред.). Київ: Либідь.

In the encyclopedic edition, a well-known researcher made a successful attempt to systematize Ukrainian pedagogical terminology, to bring it into line with educational terminology in European countries.

Let us define the term higher education. In the “Dictionary of the Ukrainian Language”, higher education, compared to secondary education, is presented as a set of broader and deeper knowledge in a number of certain disciplines.¹¹¹

In the "Ukrainian Pedagogical Dictionary" the lexeme is characterized more broadly: as the level of education received on the basis of secondary education in higher educational institutions and which is confirmed by officially recognized documents (diplomas, certificates, etc.); as the result of mastering such a set of systematized knowledge and skills of activity that enables a specialist to independently and responsibly solve research and practical tasks, creatively using and developing the achievements of culture, science, and technology.

The goal of higher education is the development of the individual, his intellectual abilities, and moral qualities; the specifics are the direct interaction of education and scientific activity, the study of academic disciplines at a level as close as possible to the current achievements of science and practice, increased requirements for the socio-civic training of graduates of educational institutions.¹¹²

The metaphorical component in the definition of the term higher education is present in the "Encyclopedia of Education" edited by V. Kremen; the encyclopedic edition emphasizes the idea of higher education "as the ultimate stage of the long-term formation of a professional worker".¹¹³

For our research, the component analysis of the lexical-semantic structure of the term higher education by I. Serebryanskaya is important.¹¹⁴ The researcher identifies semantic features that distinguish the semantics of the concepts of “education” and “higher education”:

- “the presence of complete general secondary education as a basis for obtaining higher education”,

¹¹¹ Словник української мови (1970–1980). У 11 т. / [редкол.: І. К. Білодід (голова) та ін.]. Київ: Наукова думка. с. 546

¹¹² Гончаренко, С. У. (1997). Український педагогічний словник (С. Головка, ред.). Київ: Либідь.

¹¹³ Енциклопедія освіти / [гол. ред. В. Г. Кремень ; Акад. пед. наук України]. Київ : Юрінком Інтер, 2008. 1040 с.

¹¹⁴ Серебрянская, И. М. (2018). Освіта в Україні: спостереження кризь призму мовної картини світу (Монографія). Харків: Видавництво Іванченка І. С. с.145.

- “higher educational institution (European higher educational institution), university, college as a place of obtaining higher education”,
- “the level of knowledge provided by higher education in comparison with the level of complete general secondary education”,
- “skills, practical skills and various competencies formed by higher education”,
- “the list of educational and qualification levels (bachelor, master) at which training is carried out in higher education”,
- “obtaining a specialist diploma and obtaining a qualification as the final stage of higher education”,
- “interaction with science as a specific feature of higher education”,
- “passing external assessment as a necessary condition for obtaining higher education”,
- “The Law of Ukraine “On Higher Education” as the main standard that determines the procedures for obtaining higher education in Ukraine”,
- “compliance of the level of education provided with the levels of the European Qualifications Framework”,
- “formation of a professional worker”.

So, the issues of research in the concept sphere “education” are related to the ambiguity, in fact, of the words education, higher education, which are recorded in dictionaries. Among the meanings recorded in language dictionaries, the set/level of knowledge acquired in the process of learning is highlighted; a system of educational activities; a system of institutions and institutions through which these activities are carried out; rarely. literacy, literacy. In pedagogical dictionaries, attention is also focused on the spiritual and metaphorical value component.

2.3. Ethnospecificity of the concept of education

The Ukrainian and Polish national language picture uniquely encodes the ethnocultural experience of learning. The core of the ethnocultural experience of language is proverbs and sayings, - notes the Polish researcher R. Grzegorzewska.¹¹⁵ Poles call proverbs and sayings mądrością ludu, Ukrainians call them the wisdom of peoples.

¹¹⁵ Grzegorzewska, R. (1999) Pojęcie językowego obrazu świata. Językowy obraz świata ; pod red. J. Bartminkiego. Lublin : UMCS.

Ukrainian linguist S. Yermolenko¹¹⁶ emphasizes: "...units of the traditional lexical-phraseological level in their textual implementation acquire a multifaceted meaning, form structured concepts...".

Ukrainian proverbs and sayings, Polish przysłowie, rightly notes H. Marjak,¹¹⁷ in an instructive form describe the life experience of generations, perform educational, voluntary, communicative, aesthetic functions. Pragmatism, argumentation and active influence of paremias on users are also important.

Generalization of reference books (encyclopedia "Ukrainian language" and scientific sources (H. Maryak, I. Serebryanska) gives grounds to assume: Ukrainian and Belarusian proverbs and sayings in a concise, figurative, expressive and instructive form briefly and vividly describe the life experience of generations, perform cognitive, educational, voluntary, communicative, aesthetic functions, the function of folk pedagogical prescriptions, educate life virtues, stimulate associative thinking and imagination, develop abilities.

I. Serebryanska¹¹⁸ Based on the analysis of the ethnic specificity of the concept of education, the main lexical units of paremias in proverbs collected by V. Plavyuk were identified¹¹⁹: *science, knowledge, mind, wisdom, learn, teacher, school, literacy: Science is for wisdom what letters are for science (Without literacy you will not gain knowledge, and without knowledge you will not become wise); Without science, as without hands; Learn the alphabet, bread will come to your hands.*

Proverbs and sayings with the indicated lexical components I. Serebryanska in the proverbs collected by V. Plavyuk are divided into the following groups: about the mutual benefit of learning for students and teachers (Teach others - and you will learn yourself; Learning benefits not only students, but also teachers; Our whole life is science, because we gain experience after experience);

¹¹⁶ Ермоленко, С. Я. (2009). Мінлива стійкість мовної картини світу. Мовознавство, (3–4), 94–103.

¹¹⁷ Марьяк, Х. (н.д.). Проба історіографічного переліку польських прислів'їв і приказок. Хронологія пареміологічних збірок. <https://cyberleninka.ru/article/n/proba-istoriografichnogo-pereliku-polskih-prisliviyiv-i-prikazok-hronologiya-paremiologichnih-zbirok>

¹¹⁸ Серебрянская, И. М. (2018). Освіта в Україні: спостереження крізь призму мовної картини світу (Монографія). Харків: Видавництво Іванченка І. С. с.145.

¹¹⁹ Плав'юк, В. С. (1946). *Притовідки або українсько-народна філософія* [Електронний ресурс]. Едмонтон, Альберта. <http://diasporiana.org.ua/folklor/7784-plavyuk-v-p>

about respectful attitude towards the teacher: One teacher is better than two books; Respect the teacher as a parent; Respect the teacher as your own father, because he will teach you wisdom and bring you into people).

In the "Dictionary of the Ukrainian Language" by V. Grinchenko¹²⁰: читаємо таке прислів'я «Великою працею доходить чоловік освіті», . "Work as a blessing", hard work is one of the main values that characterize a person in Ukrainian and Polish ethnoculture. The basis of these values are the commandments of universal human values: love your relatives, do not leave your friend in trouble, self-improvement of the Mind, Body, Soul.¹²¹

The lexeme *praca* / *praca*, *trud* / *trud* presents the concept of education in Ukrainian and Polish proverbs. In Polish and Ukrainian ethnoculture, phraseological units are used with a positive ethical assessment (*nauczycielski trud*, *ofiarny trud*; spiritual work, righteous work, ascetic work) or to denote the result of creative activity (*praca doktorska*, *praca naukowa*, *творча праця*) [examples taken from p.10]. Ukrainians have a popular saying by M. Rylsky: We love work, which has turned into creativity.

Polish researcher G. Wilk¹²² outlines the whole range of meanings of the word *praca* in modern Polish:

1. 'świadoma, celowa działalność człowieka zmierzająca do wytworzenia określonych dóbr materialnych lub kulturalnych, będąca podstawą i warunkiem istnienia i rozwoju społeczeństwa; wykonywany zawód, zajęcie, zatrudnienie, robota, akcja';

2. 'wytwór pracy człowieka, opracowanie czegoś; dzieło, utwór';

3. *zwykle w lm* 'czynność człowieka (także zwierzęcia) oraz związany z nią wysiłek mięśniowy, intelektualny itp.; funkcjonowanie, działanie organizmu, organu, mechanizmu maszyny itp.; proces, przebieg jakiejś czynności, jakiegoś działania';

4. *tylko w lp* 'zajęcie, zatrudnienie jako źródło zarobku; posada, zarobkowanie';

¹²⁰ Грінченко, Б. (Ред.). (1958–1959). *Словарь української мови* (У 4 т.). Київ: Вид-во АН УРСР.

¹²¹ Семенов, О. М. (2017). Етнолінгводидактична культура учителя у праксеологічному вимірі. У *Рідне слово в етнокультурному вимірі: Збірник наукових праць* (с. 461–471). Дрогобич: Посвіт. (Дрогобицький державний педагогічний університет імені Івана Франка)

¹²² Gabriela Wilk (2013). *Semantyka pracy w aspekcie konfrontatywnym rosyjsko-polskim* Wydawnictwo Uniwersytetu Śląskiego • Katowice 2015. https://sbc.org.pl/Content/386738/semantika_truda_v_russko-pol'skom.pdf

5. *tylko w lp* ‘działalność zespołowa, ogół czynności grupy ludzi realizujących wspólnie jakieś zadanie’;

6. *pot.* ‘instytucja, w której pracuje się zarobkowo; miejsce pracy, zatrudnienia’.

translation:

1. conscious, purposeful human activity aimed at the production of specific material or cultural goods, which is the basis and condition for the existence and development of society; profession, employment, work, action;

2. product of human labor that develops something; work, song;

3. functioning of an organ, mechanism of a machine, etc.; process, course of action, action;

4. only in the item “profession, employment as a source of income; work, earnings;

5. only in the item “team activity, general activity of a group of people who perform tasks together”;

6. “Establishment where you work for a living; place of work, employment). Ukrainian and Polish proverbs testify to the importance of work as an important representative of inspiration, inner beauty of a person, spiritual wealth and self-development of a person.:

Every job is easy if you are willing to do it;

*If you have the will, you will go down the hill, but if you don't, you won't get up the hill either.*¹²³.

Bez ochoty niespore roboty;

Sama się robota w palcach robi, kiedy się z ochotą pracuj;

Sama się robota w palcach robi, kiedy się z ochotą pracuje;

Człek rodzi się do pracy;

*kto czas traci marnie, Tak żyje jako ów, co go sen wieczny ogarnie*¹²⁴.

The concept of education is actively presented in Ukrainian and Polish proverbs and folk similes by the lexeme зумный, which in the “Dictionary of the Ukrainian Language” appears in the following meanings: a person’s ability to think, reflect and know objective reality; general intellectual development, level of cognition, knowledge of someone; the same as thinking; normal state of thinking, human psyche; content, meaning of something; expediency, meaning in something; a person, a group of people, characterized by high mental, intellectual abilities; the lexeme

¹²³ Плав’юк, В. С. (1946). *Приповідки або українсько-народна філософія*. Едмонтон, Альберта. <http://diasporiana.org.ua/folklor/7784-plavyuk-v-p>

¹²⁴ Stefańska-Jokiell, K. (Red.). (2006). *Przysłowia polskie* (s. 46–47). Wrocław: Wydawnictwo Europa.

зумный combines several main senses: “clever, shrewd”, “having life experience, knowledge”, “skilled, skillful”; “having education; literate, literate”.¹²⁵

In the proverbs of the two peoples we find the following variants:

- a co po czyjej wielkości, jak nie ma w głowie mądrości –

What is the greatness of someone when there is no intelligence?

- bez ciekawości nie ma mądrości – without interest there is no wisdom;

- broda mędrcom nie czyni – A beard doesn't make a man wise.;

- co głowa, to rozum – that the head is the mind;

- komu Bóg rozumu nie da, kowal mu go nie ukuje – To whom God does not give wisdom, the blacksmith will not forge;

- mądrej głowie dość dwie słowie – Two words are enough for a wise head;

- mądry przyjmie radę, głupi nią wzgardzi – A wise man accepts advice, a fool despises it.¹²⁶

Thus, Ukrainian, Polish national language pictures uniquely encode the ethnocultural experience of learning. Folk proverbs reflect the value orientations of the people regarding education, the national specificity of positive ideas about education, teachers, mind, and the work of a teacher, in an instructive form they describe the life experience of generations, perform educational, voluntaristic, communicative, and aesthetic functions. Also important are pragmatism, argumentation, and the active influence of paremias on users, on the formation of the ability to think, reflect, and perceive objective reality; on general intellectual development, the level of cognition, which are so important at the beginning of the 21st century.

2.4. The concept of education in the educational and theological discourse of John Paul II

In the context of the analysis of cultural and figurative-value components of the concept, education, let us turn to the educational and theological discourse of Pope John Paul II (1920-2005)). The colorful figure of the theologian, playwright, poet, philosopher, politician gives reason to recognize the Roman bishop John Paul II, from which the answers to complex and acute questions of reality could be obtained. Every work of the Apostle of religious tolerance ("memory and identity", "crossing the threshold of

¹²⁵ Грінченко, Б. (Ред.). (1958–1959). *Словарь української мови* (У 4 т.). Київ: Вид-во АН УРСР.

¹²⁶ Stefańska-Jokiel, K. (Red.). (2006). *Przysłowia polskie* (200 s.). Wrocław: Wydawnictwo Europa.

Nadia" "Unity in diversity", "love and responsibility", "person and action", etc.) is a kind The human spirit flew. The book "Semper in Altum is dedicated to the life and activity of Jan Paul II. *Zawsze wzwyż* »(" Always up ")¹²⁷, that came out at the Publishing House of Stalowa Wola for the head. ed. Ya. Zimny and N. Nychkalo.

The cross-cutting feature of the educational and theological discourse of the pontiff is an educational factor. The concept of education is realized in the tokens of education, work, teacher, man, child, language.

Metropolitan Hilarion in the Etymological and Semantic Dictionary of the Ukrainian Language (TI) focuses on the following meaning of the token "education": "Production, later and spiritual feeding"; is an external courtesy, the ability to stay decently on people.¹²⁸

About the problem of education (first of all - axiological) of John Paul II wrote as follows: "The purpose of education is that a person is" even more human "to be" even more ", not just" small ", so that he could be more" to be "not only with" others ", but also for" others ", but also more" other".¹²⁹

In the *Laborem Exercens* encyclical¹³⁰ John Paul II emphasizes: "First of all, work is the gift and law of God, which is the essence of it as a subject. It is a natural property and duty, especially an adult who has an approximately forty years of human life in professional activity. It is a condition for the formation of human existence and the affirmation of a real person. "

He also drew attention to the exceptional role of human labor in the speech, which he made at the 68th session of the International Labor Organization in Geneva on June 15, 1982: "Labor contains" the main dimension of human existence, according to which the daily life of a person is built from which a person draws his own dign peoples and the international community. "

¹²⁷ Zimny, J., & Nyczkało, N. (Red.). (2010). *Semper in Altum. Zawsze wzwyż*. Katolicki Uniwersytet Lubelski Jana Pawła II.

¹²⁸ Митрополит Іларіон. (1979). *Етимолого-семантичний словник української мови* (Т. 1: А–Д, с. 223). Вінніпег (Канада): Накладом тов. «Волинь»..

¹²⁹ Wiatrowski, Z. (2010). Praca człowieka – wątpliwości, nieporozumienia i realia. W J. Zimny & N. Nyczkało (Red.), *Semper in Altum. Zawsze wzwyż* (s. 613–616). Katolicki Uniwersytet Lubelski Jana Pawła II.

¹³⁰ Цит. за: Wiatrowski, Z. (2010). Praca człowieka – wątpliwości, nieporozumienia i realia. W J. Zimny & N. Nyczkało (Red.), *Semper in Altum. Zawsze wzwyż* (s. 613–616). Katolicki Uniwersytet Lubelski Jana Pawła II.

In scientific studios and speeches by John Paul II, the concept of "Teacher" is outlined.¹³¹

Це «вірний товариш», «помічник», а «учительський діалог - дружній і відкритий діалог», пріоритетна функція вчителя - виховання людини є працею для майбутнього. «Професія вчителя - це релігійне покликання», якщо не «вистачить власної мотивації, вчительське покликання «відірветься від кореня».

Analysis of the works of the Holy Father makes it possible to reflect the priority for the teacher moral postulates of the Fatherland, the people, the person; The key is the concept of a person. Behind the holy, being a person is the main calling of a person: to be a person as a gift received. All the paths of the church lead to a person, and each person passes the path of the church, the path of their life and everyday experience, their purpose and work. Pontiff urged "to awaken a person in a person".¹³²

In short, the beliefs, by the faith of John Paul II, he sought to assert a deep respect for the life and dignity of man.

The researcher does not accept the authoritarian role of the teacher, allows you to reflect on the essence of free, joyful, optimistic teaching work, based on the experience of compatriots known to both the Catholic and Christian environment.

The concept of teaching work by the Pope also reveals through the tokens of the child, language. Holy Father¹³³ He called children "the gift of life", "gift of God", "smile of the sky, donated earth", "true jewelry of family and society", "hope, which is constantly blooming again, the future, which always remains open", emphasized on the strength of physical and mental work.

On the eve of the child's holiday (so pontiff called Christmas) in 1994, Pope wrote a special message to children. Knowing that the prayer of the child has a great power, the Pope instructed his pets a great task: "You are sensitive to love and frightening all hatred. That is why the Pope can count on his request, join his prayer for peace around the world, for peace and harmony in your family, for children in different parts of the world,

¹³¹ Іван Павло II. (2005). *Пам'ять та ідентичність. Бесіди на зламі століть* (М. Прокопович, Пер.). Львів: Літопис.

¹³² Іван Павло II. (2001). *Послання Папи Івана Павла II* [Електронний ресурс]. Київ: Літопис. http://www.litopys.lviv.ua/.../filosofija_1.html

¹³³ Іван Павло II. (2005). *Пам'ять та ідентичність. Бесіди на зламі століть* (М. Прокопович, Пер.). Львів: Літопис.

who are forced to suffer from famine, illness, war, from the absence of family warmth".¹³⁴ There is a faith and respect for children.

The role of Family and Language is emphasized in the message of Pope John Paul II "to the youth of the whole world": "... if the family is the first educator of everyone ..., through the family, the caregiver is a kind, tribe or people with whom culture, language and history unite us. The most important is the cultural heritage, the core of which is formed by language. Parents have taught you the language that is able to combine with society with other people. This unity has wider borders than the family itself ... I mean borders ... nation or people".¹³⁵

Ivan Paul II develops these considerations in the book "Memory and Identity": "The main tool of gradual creation of national culture is language. With her help, a person expresses the truth about the world and about himself and transfers the fruits of his searches in various fields of knowledge. Thus, communication between the subjects, which serves as a deeper knowledge of the truth, and because of this - deepening and strengthening one's own identity".¹³⁶

Thus, the analysis of the educational and theological discourse of Pope John Paul II made it possible to determine the cultural and figurative-value components of the concept of education. The cross-cutting feature of the Pontiff discourse is an educational factor. The concept of education is realized in the tokens of education, work, teacher, man, child, language. The concept of "Teacher" is presented in such tokens "Faithful Comrade", "Assistant", the profession of teacher as a religious vocation.

Studying the works of the Holy Father gives the opportunity to reflect the priority for the teacher moral concepts of the Fatherland, the people, the person, among whom the key is the key. Being a person is the main calling of man.

¹³⁴ Bilicki, T. (2000). *Dziecko i wychowanie w pedagogii Jana Pawła II* (s. 55). Kraków.

¹³⁵ Іван Павло II. (2001). *Послання Пати Івана Павла II* [Електронний ресурс]. Київ: Літопис. http://www.litopys.lviv.ua/.../filosofija_1.html

¹³⁶ Іван Павло II. (2005). Пам'ять та ідентичність. Бесіди на зламі століть (М. Прокопович, Пер.). Львів: Літопис. С.134.

Chapter 3

CONCEPTUAL COMPONENT OF CONCEPT EDUCATION IN UKRAINIAN AND POLISH EDUCATIONAL DISCOURSES

The section describes the conceptual component of the concept of education in legislative and regulatory documents; tokens for designation of participants in the educational process in the educational discourse; The latest concepts for the designation of educational realities in educational and pedagogical discourse were carried out.¹³⁷

3.1. Concept Education in Legislative Documents

The legislative educational plane of Ukraine and Poland shows that the conceptual and terminological thesaurus education is undergoing a difficult stage of formation, together with the process of formation of higher education system and standardization of training under the European system of transfer and accumulation of loans.

In the Law of Ukraine “On Education” (2017)¹³⁸ The concept of education is defined as the basis of intellectual, spiritual, physical and cultural development of the individual, its successful socialization, economic well-being, the key to the development of society, united by common values and culture, and the state.

In the laws of Poland (Ustawa o szkolnictwie wyższym) "Law on Higher Education" of September 12, 1990, "Law on Higher Education" / Ustawa z dnia 27 lipca 2005 roku. Prawo o szkolnictwie wyższym¹³⁹, Law 2: 0) Used educational metaphors (the term I. Serebryanskaya). Education is

¹³⁷ У роботі використано: Семенов, О. М. (Ред.). (2022). *Текст у дослідницьких парадигмах: теорія і практика* [Колективна монографія]. Вид-во СумДПУ імені А. С. Макаренка; Семенов, О. М. (2019). *Концептосфера освіти в українському та польському дискурсах: міждисциплінарний підхід* (Ю. Громик, Наук. ред.). Видавництво СумДПУ імені А. С. Макаренка.

¹³⁸ Верховна Рада України. (2017). *Закон України «Про освіту»*. *Відомості Верховної Ради України*, № 38–39. <http://zakon5.rada.gov.ua/laws/show/2145-19>

¹³⁹ Sejm Rzeczypospolitej Polskiej. (2005). *Ustawa z dnia 27 lipca 2005 r. – Prawo o szkolnictwie wyższym*. <https://www.nauka.gov.pl> Sejm Rzeczypospolitej Polskiej. (2018). *Ustawa z dnia 20 lipca 2018 r. – Prawo o szkolnictwie wyższym i nauce*. <http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU20180001668/U/D20181668L.j.pdf>;

compared to a common social treasure. The explanation is presented in the Constitution of the Republic of Poland.¹⁴⁰

The text states: education and upbringing outlined by a system of Christian values, based on universal principles of ethics. Education and education serve for the development of young people's feelings of responsibility, love for the Motherland and respect for the Polish cultural inheritance, provided that the values of European and world cultures are open.

Ukraine's integration into the European educational space requires European approaches to educational standards for modernizing the content of education, while maintaining national. Education issues are governed as international (World Declaration on Higher Education for the Twenty-First Century: Vision and Action (1998); Bucharest Declaration on Ethical Value and Principles of Higher Education. Lifelong Learning (2018) [149]) and national documents (Law of Ukraine "On Higher Education" (2014), Law of Ukraine "On Education" (2017)¹⁴¹, "National Educational Glossary: Higher Education", Poland's Laws (Ustawa z dnia 27 lipca 2005 roku. Prawo o szkolnictwie wyższym), Education Development Strategies by 2020 of the Republic of Poland, Konstitution of Perspolic (1997), Karta nauczyciela (2008) Poland's experience in terms of education and upbringing of personality "not as an instrument in the hands of the state, but as a free person" (T. Novaty) can be useful for Ukraine in the process of reforming education.

Among the tokens that expresses the concept of education in international documents (Buccharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region; Memorandum on Life Learning (2018); World; World; World; Twenty-FIRST CENTURY: Vision and Action; Debates), a bright color becomes a token "Europe-2020". This is the name of the strategic plan for the development of the European Union, developed for 28 countries. The document is characterized by three laconic priorities: reasonable development, based on knowledge and innovation; sustainable development and more efficient use of resources, environmental protection; Development that promotes social and territorial cohesion.

The Europa-2020 lexema is further developed in the text of the long-term Poland's development strategy by 2030. The document focuses

¹⁴⁰ Zgromadzenie Narodowe. (1997). *Konstytucja Rzeczypospolitej Polskiej z dnia 2 kwietnia 1997 r. Dziennik Ustaw*, 1997(78), poz. 483. <https://eli.gov.pl/eli/DU/1997/483/ogl/pol>

¹⁴¹ Верховна Рада України. (2017). *Закон України «Про освіту»*. Відомості Верховної Ради України, (38–39). <http://zakon5.rada.gov.ua/laws/show/2145-19>

on seven quality. Improvement of the quality of Poles' life, qualitative indicators (level of trust of residents, social activity, efficiency of institutions, competitiveness and innovation of the economy.¹⁴² Сама якість відображена і в лексемі «Україна-2030» (назва стратегії розвитку держави «Україна-2030»).

The Strategy for the Development of Education in Poland by 2020 also focused on the token of quality (the terminology system of quality is a priority for research of Polish scientists in recent decades (see work Kwiek M., Maassen P., (Eds.) National Higher Education Reforms in a European Context: Comparative Reflections on Poland and Norway, Szołtysek A. E. *Filozofia pedagogiki : podstawy edukacji : teoria, metodyka, praktyka*, Tokarski R. *Słownictwo jako interpretacja świata*), on the need for high - quality development of higher education and science.

The token quality also finds the definition of higher education, which is offered in the Law of Ukraine "On Higher Education" (2014): it is "a set at higher education levels that are higher than the level of complete general secondary education".¹⁴³

Thus, the legislative educational plane of Ukraine and Poland shows that the conceptual and terminological thease of education is experiencing a difficult stage of formation, together with the process of formation of higher education and standardization of learning. Among the tokens, which expresses the concept of education in international documents of bright color is acquired by the token "Europe-2020", which is expressed in seven: reasonable development, based on knowledge and innovation; Sustainable development and more efficient use of resources, development that contributes to social and territorial cohesion.

In the Law of Ukraine "On Education" (2017) the concept of education is defined as the basis of intellectual, spiritual, physical and cultural development of personality, its successful socialization, economic well -being, the key to the development of society, united by common values and culture, and the state. In the laws of Poland (Ustawa O Szkolnictwie Wyższym), education is compared with a common social treasure and based on universal principles of ethics. The documents focus on the token quality and the need for qualitative development of higher

¹⁴² *Strategia rozwoju szkolnictwa wyższego w Polsce do 2020 roku* [Elektroniczny zasób].

http://www.nauka.gov.pl/g2/oryginal/2013_05/59579f9e6efaec82014d6d5be081ca23.pdf (Title from screen; viewed June 18, 2019)

¹⁴³ Верховна Рада України. (2014). *Закон України «Про вищу освіту» від 1 липня 2014 р. № 1556-VII*. Відомості Верховної Ради України, № 37–38, ст. 2004. <https://zakon.rada.gov.ua/laws/show/1556-18>

education and science, which contributes to the formation of professional, ideological and civic competences in the relevant field of knowledge.

3.2. Ukrainian-Polish partnership in the field of education¹⁴⁴

The creative cooperation of educators of Ukraine and Poland is multidimensional and interdisciplinary. Over two decades, the areas of cooperation have expanded, it has acquired systematic and depth. Innovative approaches, joint projects are successfully embodied in the creative activity of institutions of general secondary, professional, higher education, academic institutions, institutes. The testimony of this is the chronicle of scientific forums, conferences, methodological seminars, roundtables, creative meetings in Kiev, Vinnitsa, Zhytomyr, Lviv, Khmelnytsky, Warsaw, Lublin, Radomi, in Bydgoszcz, Vltoslavka about education, how to form a self-contained personality. Centuries "(V. Kremen).

The Institute for Pedagogical Education and Adult Education named after Ivan Ziazun of the National Academy of Pedagogical Sciences of Ukraine, in the specialized scientific council of which successfully defended the dissertations of 13 Polish scientists in Poland. The International Scientific Society "Poland - Ukraine" operates; Together with the Higher Pedagogical School in Czeszokhov, 15 volumes of the Ukrainian-Polish, Polish-Ukrainian annual "Professional Education: Pedagogy and Psychology" were published, and since 2016, together with the Academy of Special Pedagogy named after Maria Gzhezhevskaya (Warsaw). Education", dedicated to research reflections on comparative pedagogy, pedagogy of adults, adult pedagogy, media pedagogy, professional training and activity of the teacher in the interdisciplinary space.

Polish colleagues study the experience of the Mykola Yarmachenko Institute of Special Pedagogy and Psychology, as well as the Institute of Social and Political Psychology of the National Academy of Pedagogical Sciences of Ukraine in terms of helping children with psychophysical disorders or injuries. In the educational activity of the institutions of Poland and Ukraine, the research project "Utalentowane dziecko w domu i w szkole" / "Gifted child at home and at school", which, in accordance with the agreement in 2015-2019, was performed by the

¹⁴⁴ Апробовано в: Семенов, О. М., Вовк, М. П., & Фаст, О. Л. (2023). Українсько-польське партнерство в галузі освіти: академічний дискурс. *Академічні студії. Серія «Педагогіка»*, (3), 100–111. <https://doi.org/10.52726/as.pedagogy/2022.3.15>

University of Yana Khanovsky and the Institute of Information Study and the Institute of Information Studies and the Institute of Information Study in Kiel. The subject of scientific explorations are, in particular, biographical studies of the conditions for the detection and development of gifts of prominent cultural figures: natural scientists, engineers, cybernetics, doctors, educators, psychologists, philosophers, philanthropists, artists, composers, musicians, actors, writers.

Ukrainian language textbooks for 3, 4, 5 classes of general secondary education institutions with education in Polish, which are integrated, Ukrainian-Polish project "Leaders of Educational Initiatives" for heads of subregional level on problems of intercultural education and evaluation of the quality of innovative educational systems, jointly with Polish sciences.

The Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine together with the Academy of Physical Education in Wroclaw conducts the study of the experience of preparing student youth on the choice of working professions, and the result of cooperation of the Institute with the Foundation "Free Market and Entrepreneurship" with the purpose of developing entrepreneurial competence of inter-cultural dialogue.

Important results of fruitful relations of scientific activity of the Institute of Gifted Child, the National Center "Small Academy of Sciences of Ukraine" as a UNESCO Center with many Polish scientific and educational organizations, centers of science Copernicus (Warsaw, Gdansk, Gdansk, Torun, Wroclaw, Valbzi).

Innovative scientific research is initiated by national and Polish universities. The course of cooperation between Taras Shevchenko National University of Kyiv with Polish universities is referred to as Erasmus+ "Remembering Regional Research: Baltic and Black Seas" (BBSR) "(2017 - 2020), annual International International Culture and Polish Culture and Polish Culture and Polish Culture (2017 - 2020). XX century: traditions - personalities - ideas - rhetoric ", " Figury swojskości and Obcości współczesnego świata w literaturze i kulturze popularnej krajów ", " Ivashkevich "), Ukrainian-Polish /Polish-Ukrainian years, Kiev Polonistic Studies.

Successful agreements on joint training with the issuance of two diplomas of partner universities, scientific projects ("Poles-scientists in the territory of Ukraine during the Russian Empire and Soviet Ukraine of the period between two world wars", etc.), international artistic pleiners, exhibitions etc.) characterize the activity of structural units and, in particular, the Ukrainian-Polish Scientific and Cultural Center of the Oles

Honchar Dniprovsky National University. Involvement in the projects "School of Open Mind", "Tunned-Kamyanets-Podilskyi: History, Culture, Music" stimulates the student community of Kamyanets-Podilskyi National University named after Ivan Ogienko and Humanistic and Natural University named after Yana Kohanovsky in Kieltsya. manifest your own initiatives.

Systemic character is marked by the cooperation of the Kyiv National University of Trade and Economics with Polish institutions: preparation of joint applications for participation in international programs of Erasmus mundus, Erasmus+, Tempus, discussing the issues of harmonization of training programs students for the purpose of training and internships, participation in scientific activities; exchange of experience in the use of the latest learning technologies; Conducting joint work within the framework of international educational and research projects and programs. An effective form of enhancing the professional and scientific level of teachers of Ivan Franko National University of Lviv and the Institute of Pedagogy of the University of Wroclaw is a system of mutual scientific internship. With the participation of Lviv Polytechnic and Polish universities, about 200 scientific events have been held for many years.

For more than ten years, fruitful scientific and pedagogical cooperation of historians and teachers of Vasyl Stefanyk Precarpathian National University and Polish educational institutions; For example, four Ukrainian -Polish historical and pedagogical readings "Development of Ukrainian and Polish education and pedagogical thought (XIX - XXI centuries)" were held. Lesya Ukrainka Eastern European National University is working closely with Warsaw University, Lublin Catholic University Jan Paul II, Humanistic and Natural University, Jan Dlogosha in Czestochow Ukrainian-Polish dialogue.

A significant event for the two countries is the International Scientific and Practical Conference "Professional Formation of Personality: Problems and Prospects", which is conducted on the basis of Khmelnitsky National University in order to identify problematic issues of professional (vocational-technical), professional higher education and higher education and development of design and higher education. Formation of personality in a market economy, ensuring the Andragogical approach to the professional formation of personality, research and dissemination of foreign experience of vocational education and training.

Education institutions of Ukraine participated in the 5th Polish-Ukrainian Scientific Forum "Interdiscipline of Pedagogy and its subdisciplines"; Ukrainian-Polish Student Exchange (Ukrainian Philology), in Konnpei, writing of the innovative, ECE at the Project "Scientific Debut"

(Alexander Dovzhenko Glukhiv National Pedagogical University Methodologica "(Vladimir Hnatyuk Ternopil National Pedagogical University together with Jan Kohanovsky's University in Keltsi, etc.); Perform agreements and memorandums of cooperation with the Pomeranian Academy in Slupsk, the University of Casimir the Great (Bidgosch), a higher linguistic school in Czestochov, Silesian University in Katowice, Higher School of Business "National-Louis-University Little Poland School of State Administration of Economic University in Krakow, Pedagogical University named after the National Education Commission in Krakow (State Institution "South Ukrainian National Pedagogical University named after KD Ushinsky").

Wide palette of the common scientific interests of the Bogdan Yansky Higher School (Poland) and MP Drahomanov NPU. Within the framework of the agreement, the Polish-Ukrainian Center of European Studies was established, in which students have the opportunity to listen to a series of lectures of leading scientists and teachers of Poland, and teachers-to study the experience of Polish colleagues on new teaching methods and put them into their own practice. The institution conducted the VI Ukrainian-Polish / Polish-Ukrainian Scientific Forum "Education for the present" (September 14-16, 2015), which testified to the fruitful scientific pursuits regarding the psychopedagogical foundations of professional development of personality in the conditions of European integration processes, the introduction of scientific achievements and educational.

Polish institutions are well known and recognized by the pedagogical constitution of Europe, one of which is the rector of the Academician of the National Academy of Pedagogical Sciences of Ukraine V. Andrushchenko; The provisions of the strategic project are aimed at strengthening and developing a single European home, deepening the interaction and cooperation of the peoples of the European space, are open in nature and can be adapted to the national features and pedagogical traditions of countries.

Honorary doctors of NPU named after MP Drahomanov are Michal Slovia, rector of the Pedagogical University named after the National Education Commission in Krakow, Jan Lashchik, Rector Gzhezhevskaya in Warsaw.

Polish volunteers are involved in the intensification of the educational process at the Vinnytsia State Pedagogical University named after Mikhail Kotsyubynsky: training courses on the teaching of the Polish language for students were organized; There is a Center for European Studies for the Study of Poland's History and Culture, a Scientific Laboratory on Ethnology of Podillya. The result of cooperation with the

International Organization "Freedom and Democracy" "Wolność and Demokracja" (Warsaw) is to obtain scholarships by students and teachers of the faculty for the popularization of Polish language and culture among Ukrainians in the format Demokracja”, and the conclusion of an agreement on cooperation with the Institute of Slavic Studies of the Polish Academy of Sciences (Warsaw) initiated the implementation of a scientific project on the translation, scientific analysis and reissue of the Podilsky dialect dictionary of the nineteenth century «Słowniczek Prowincjalizmów Podolskich».

Joint projects are being implemented at the Ivan Franko Drohobych State Pedagogical University, in particular with Rzeszów University (Integration Cooperation in order to support the development of the system of prevention and training of specialists in the extent of counteracting the risky behavior of children and young people in Ukraine”), the University of Casimir the Great in Bydgoszcz (“ Development of technology of psychological and pedagogical support of persons affected by migration processes in the conditions of modern Ukrainian realities”). Pursuant to the Agreement on Cooperation of the Higher Education of Grigory Skovoroda State Pedagogical University and Mykola Copernicus University of Pereyaslav-Khmelnytsky State Pedagogical University named after Erasmus+. Congresses, colloquiums, seminars are organized, collective works are published.

The significant activities of Polonistic Centers operating in the structure of Ukrainian universities. The concept of activity of the Polonium Center of Cherkasy National University named after Bohdan Khmelnytsky is based on the principle of studying language in the context of its culture, promotion of Polish language and culture in the region. Bogdan Khmelnytsky Cherkasy National University of Cherkasy National University offers author curricula programs that provide students with different aspects of life of the country whose language and culture they learn; Exchange of students for participation in didactic and cognitive programs, summer courses of Polish, Olympiads and competitions in Polish.

The Polish-Ukrainian Center of Khmelnytsky National University started studying the Polish language as a compulsory subject for students of the specialty "Ukrainian Philology" Scientists of the department work on theoretical research and applied aspects of Polish, literature, history and culture of Poland. A special place is occupied by contrast linguistics. A common scientific topic is "Problems of Polish and Ukrainian Philology: History and Modernity".

Ukrainian-Polish Center of the Igor Sikorsky Polytechnic Institute, Ukrainian-Polish Academic Center for Science and Culture of Kharkiv

National University named after VN Karazin, Center for Polonism at Vasyl Stefanyk, Kremenchug, Study, Paysta, Kremenchug National University Cultures, stories, sciences, sports, implement the double diploma programs, etc., conduct an annual All -Ukrainian dictation for student youth under the patronage of the Embassy of the Republic of Poland in Ukraine. The main purpose of the Center for Slavistic (Polonistic) studies of Slavia at Yuriy Fedkovich Chernivtsi National University is to expand existing and development of new scientific, educational and cultural connections for the dissemination of various information, which can be of interest to scientists, student youth and other interested persons regarding the opportunities for cooperation, and comprehension, and comparatives, and experiences. assistance in the preparation of projects and coordination of joint actions; Promotion and study of the language, history and culture of the Republic of Poland in Ukraine, as well as-actively spread of different linguistic and cultural and scientific information about Ukraine in the Republic of Poland.

We come to the conclusion: Ukrainian-Polish / Polish-Ukrainian scientific cooperation went beyond official meetings and protocols; Naturally moving to a high level of joint activity, systematic cooperation, joint creative searches, which is a mutual need for scientists-educators of both countries, scientific interpersonal communication, which, despite some obstacles and difficulties inherent in creativity, methodological and moral and ethical enrichment. Scientific review serves as a kind of monitoring of the quality of pedagogical education in Ukraine and Poland, the purpose of which is to form creative personalities, ready to work in the conditions of technological or market changes in society.

Among the productive measures that, within the framework of the implementation of the Agreement on Ukrainian-Polish Educational and Scientific Cooperation, the 5th International Scientific Forum "Poland-Ukraine. Interdisciplinarity of pedagogy and its subdiscipline. " The Scientific event was initiated by the Committee of Pedagogical Sciences of the Polish Academy of Sciences and the National Academy of Pedagogical Sciences of Ukraine, the Department of Vocational Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine (Academician-Secretary-N. Nichkalo). The department has been in charge of methodological searches, theoretical and experimental implementation of innovative projects of both Ukrainian and Polish scientists, comparative pedagogy, Andragogics, art education, theory and history of pedagogical skills, institute of teaching and teaching technologies of pedagogical education and history of pedagogical education and history of pedagogical education and history Grzegorzewska, Pedagogical University in Krakow and others.

The purpose of the V Scientific Forum is to update the study of Polish and Ukrainian pedagogy in cooperation with other sciences, to substantiate the opportunities for the development of the interdisciplinary status of pedagogical subdisciplines, to outline humanistic aspects of teacher's professional training in the conditions of interdisciplinary space. The reports of known personalities of scientists in the scientific world were marked by the depth and principle of their own scientific positions on the actual problems of modern pedagogical science.

The Chairman of the Committee of Pedagogical Sciences, Mr. B. Silversky, focused on the analysis of the state of interdiscipline of Polish pedagogy in the context of paradigmatic disputes in the field of humanistic and social sciences, on research considerations on the formation of a new teacher who works successfully in the face. Human-centric dimension of philosophy of education and educational activity, interdiscipline as a sign of today, its functions, basic requirements for interdiscipline and humanistic training of future specialists-such conceptual ideas of the fundamental report of the President of the National Academy of Pedagogical Sciences of Ukraine V. Kremen.

The content analysis of the sociological context of the development of Polish pedagogy as a science was presented to the scientific community by the Director of the Institute of Pedagogy of Special Pedagogy named after Maria Gzhzhovzhevskaya, Professor Common F. Schlosek, reflections on pedagogy in the culturally changing Pedagogical Pedagogical Pedagogical. Academy of Sciences, Doctor of Pedagogical Sciences, Professor Common, Foreign Member of the National Academy of Pedagogical Sciences of Ukraine S. Kachor, problems of dialogue of civil society and the state in the context of reforming education of Ukraine, introduction of Ukrainian, national and universal values were found to be the academician of the National Academy of Pedagogical Sciences of Ukraine G. Filipchuk.

Consideration of the historical section of the problem of interdiscipline of pedagogy as a humanistic science in its interconnections with the technical, medical, social sciences and the use of these interconnections in school practice devoted his speech to Professor Ordinary Doctor of Pedagogical Sciences, a well-known scientist in the field of pedagogical science. In Polish higher education institutions, a well-known and recognized pedagogical constitution of Europe, which establishes the principles of coordinated transformation policy, regulates pedagogical activity and determines the general mechanism of preparation of a new teacher, - continued the scientific discussion At home, deepening the interaction and cooperation of the peoples of the European space, are

open in nature and can be adapted to the national features and pedagogical traditions of countries.

Polemically bright report of the director of the Institute of Pedagogy of the Higher School of Economic and Humanistic in Vlotslavka, Professor of Common, Doctor of Sciences of Khabilitari Z. Wickivsky on the multidimensional and multidimensional dimension S. Kvyatkovsky and N. Nichkalo (Pedagogy of Labor).

Energy and power system "Man-Labor" as the basis of interdisciplinaryness of pedagogical science on a prudent analysis of Polish and Ukrainian scientific works was presented by Doctor of Pedagogical Sciences, Professor, Full Member of the National Academy of Pedagogical Sciences of Ukraine N. Nychkalo. Particular attention was paid to the prognostic role of the dialectical interconnection of pedagogy of work, psychology of work and professional pedagogy in the conditions of globalization and integration processes. In the context of pedagogy of labor, a report of the director of the Institute of Vocational Education, a member-correspondent was built. NAPN of Ukraine V. Radkevich, which revealed the role of an interdisciplinary approach to the creation of new and integrated professions, standardization of the content of vocational education and training, design of innovative pedagogical technologies, procedures of pedagogical measurements of educational results, which contributes to its quality.

The reports of Ukrainian scientists were illustrated, supplemented and expressed by electronic presentations prepared in Polish and Ukrainian, and reports by doctors of pedagogical science. Actually, the role of information and communication, medial technologies in the implementation of an intersubject approach in general and higher education was concerned.

An important result of the work of the Polish-Ukrainian Forum was the adoption of practical conclusions and recommendations, which reflected the positions of participants. At the present stage of development and intensive self-development of pedagogical science, based on the processes of integration and differentiation, the emergence of new branches of pedagogical knowledge, pedagogical subdiscipline (comparative pedagogy, pedagogy, adult pedagogy, social pedagogy, social pedagogy, is activated. At the same time, pedagogy remains holistic, since pedagogical subdisciplines develop in the context of a single object of study, united by the basic general pedagogical concepts. It is promising to study the factors and mechanisms of self-development of pedagogy as a science on the basis of an interdisciplinary approach, the problem of professional training and activity of the teacher in the interdisciplinary space. Solving these problems

require joint creative efforts and fruitful research of Ukrainian and Polish scientists.

2015 in Kyiv at the National Pedagogical University named after MP Drahomanov held the VI Polish-Ukrainian / Ukrainian-Polish Forum "Education for the present" ("Edukacja Dla Współczesności") under the eradia MP Drahomanov Pedagogical University, Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine Institute of Pedagogy of the Maria Gzhezhevskaya Academy of Special Pedagogy in Warsaw. The problem of the event covered such issues as :: Philosophy of development of education and pedagogical science in the conditions of European integration processes, state educational policy, methodological foundations of civil society development, pedagogical education in the knowledge society, continuous professional education, new information and telecommunication technologies.

Vice-rector for scientific work of the Academy of Special Pedagogy named after Maria Gzhezhevskaya in Warsaw S. Kvyatkovsky, Head of the Scientific Society "Poland-Ukraine", Director of the Institute of Pedagogy of the Academy of Special Pedagogy Pedagogical science in the affirmation of peace, humanistic values, tolerance in modern society. In the collection of scientific works "Education for the present = Edukacja dla współczesności", Ukrainian and Polish scientists outlined socio-cultural challenges in the context of the crisis of social institutions, caused by the leveling of values, the need to preserve the national identity, the need for national identity, the need for a national identity, the need for a national identity. educational space.

In 2017, the VII Polish-Ukrainian / Ukrainian / Polish Forum for Future / Edukacja DLA Przyszłości was organized at the University of Casimir the Great in Bydgoszcz. The event was joined by diplomatic missions, including Ukrainian scientists and scientists of the Academy of Special Pedagogy named after Maria Grzegozhevskaya had a meeting with an extraordinary and authorized ambassador of Ukraine to the Republic of Poland Andriy Dechytsia, which took place in Warsaw at the Embassy of Ukraine, which celebrated the need for Ukrainian. President of the National Academy of Pedagogical Sciences of Ukraine V. Kremen, Chairman of the Committee of Pedagogical Sciences of the Polish Academy of Sciences B. Sloverski, Academician Secretary of Department of Professional Pedagogy and Adult Education of the National Academy of Pedagogical Sciences work and balance of training and professional development of specialists, on issues of improvement of the adult education system in Ukraine and Europe, taking into account the requests of society for qualified personnel.

According to the results of the forum, a two -volume edition "Education for the future in the light of the challenges of the XXI century" (2017) was concluded.

In 2019, the Committee of Pedagogical Sciences of the Polish Academy of Sciences, the Scientific Society of the Poland-Ukraine, the Academy of Special Pedagogy of the Maria, the Academy of Pedagogy of the Maria Gazhia, joined the VIII Polish-Ukrainian / Ukrainian-Polish-Polish Forum "Education for Peace = Edukja Dla Pokoju" in 2019. Sciences of Ukraine ». An important event, organized on the basis of Pereyaslav-Khmelnytsky State Pedagogical University named after Grigory Skovoroda, brought together Polish and Ukrainian scientists, educators who presented the results of research activities within such problems as: philosophical foundations of education for peace, interdiscipline of education for peace. In civil society, national-patriotic upbringing of children and adults, professional development of teachers in the context of education for peace, education for peace in the conditions of information society, multicultural education for peace, formal and informal dimensions of adult education for peace, professional training of modern production personnel for society. Academician N. Nychkalo concluded: "Pedagogical activity should be directed to the maintenance of peace, taking into account the experience of international cooperation, liberation from stereotypes and honoring the dignity of each person, thereby emphasizing the role of the culture of tact and respect in the actions of politicians. Education is intended to prepare people for the creation of the future, to help in the development of reflexive competences, critical perception of the world, culture and their own identity, to continuous learning and cooperation with others, active self - realization, the development of their own "I", as well as achieving the completeness of development".¹⁴⁵

The results of research of Ukrainian and Polish scientists are covered on the pages of a two -volume edition: "Education for peace = Edukacja dla pokoju".¹⁴⁶

In May 2022, the IX Polish-Ukrainian / Ukrainian-Polish Forum "Roads and Education in the Pandemia" / Drogi i Bezdroża W Okresie

¹⁴⁵ Кремень, В., Андрущенко, В., Ничкало, Н., Шльосек, Ф., Лук'янова, Л., Макаренко, Л., Падалка, О., та ін. (Ред.). (2015). *Освіта для сучасності – Edukacja dla współczesności: Збірник наукових праць* (Т. 1, с. 444–450). Київ: Вид-во НПУ імені М. П. Драгоманова.

¹⁴⁶ Ничкало, Н. Г. (2019). VIII українсько-польський / польсько-український форум «Освіта для миру / Edukacja dla pokoju»: 8–10 жовтня 2019 р., м. Переяслав-Хмельницький, Україна. *Вісник Національної академії педагогічних наук України*, 2019(1), 1–9. <https://doi.org/10.37472/2707-305X-2019-1-1-3-1>

Pandemii) will be held on the basis of the University of Maria Curie-Sklovszkaya in Lublin. The Co-organizers of the Forum are the Committee of Pedagogical Sciences of the Polish Academy of Sciences, the Scientific Pedagogical Society "Poland-Ukraine", Institute of Pedagogy of Maria Curie-Skłodovskaya University in Lublin, National Academy of Pedagogical Sciences of Ukraine, Institute of Pedagogical Education and Education. Among the main areas of work: legislative, regulatory and organizational principles of activity of educational institutions in a pandemic; peculiarities of functioning of educational institutions in the conditions of pandemic (preschool educational institutions, general secondary education, professional (vocational-technical), professional higher, higher and postgraduate education); Opportunities and barriers to adult education in online training.

It is noted that the successful organization and holding of the anniversary international scientific event of the X Ukrainian-Polish / Polish-Ukrainian Scientific Scientific Forum "Education for Digital Transformation Patronate of the National Academy of Pedagogical Sciences of Ukraine, Committee of Pedagogical Sciences of the Polish Academy of Sciences, Scientific Pedagogical Society "Poland-Ukraine", careful preparatory work Sukhomlinsky, Maria Gzhzhozhevskaya, Academy of Special Pedagogy, University. Adam Mickiewicz in Poznan.

The event became an interactive platform of powerful scientific positions of teachers-scientists of fraternal countries on the current problems of global and local dimensions of digital space, scenarios of education and science in the conditions of digital transformation, tendencies and innovations of digitalization in pre-school, general education; digital safety, academic integrity, digital literacy and critical thinking, environmental responsibility;

□ Participants of the form were considered the actual problems of digital transformation of society, psychological, socio -pedagogical, inclusive innovations and challenges of digitalization in formal and informal education, implementation safety;

□ significant resonance caused the problems of using artificial intelligence in education, partnership of educators, scientists and public organizations in the conditions of digital transformation of society; Psychological, socio -pedagogical and inclusive aspects of educational processes in the conditions of digitalization, psychological support of war veterans, the elderly, the prevention of emotional burnout in crisis living conditions, based on international level experimental studies.

Noting the particular relevance of consideration of these issues of the Ukrainian-Polish / Polish-Ukrainian Scientific Forum, participants have come to a joint understanding:

□ the significant potential of innovative development of national educational systems is laid in the long-term partnership of close mentality, history, culture of fraternal countries that develops and deepens on the basis of the principles of open science and education in the open European research space and is implemented at the level of state, community, institution;

□ The national education systems of both countries face urgent tasks of formation of digital culture and personnel potential of digital society, which requires the modernization of educational systems on the basis of widespread use of digital educational technologies and well-considered and purposeful introduction into educational practices and research search for the latest scientific and technological progress.

□ The results of the forum are strategic for our countries and should be an important step for the formation of an open science roadmap, improving the quality of digitalization in international research discourse and educational practice.

Priority measures for digital transformation of society and digitalization of education and science of Ukraine and Poland are:

- fundamental and applied research on the possibilities of safe use of artificial intelligence in educational practice and research, taking into account the priority of academic integrity;

- deployment of purposeful scientific and scientific-organizational work on the solution of theoretical and methodological and scientific-methodological problems of digital education, substantiation and development of digital pedagogy and digital didactics as scientific subdisciplines; formation of ways of efficient use and development of joint information educational and scientific space, its integration into the information space of Europe, into the global information space of the world;

- Development of mechanisms of motivation of scientific, scientific-pedagogical and pedagogical workers to the pedagogically weighted and expedient use of modern ICTs in the educational process and the creation of electronic educational resources.

Solving these problems require joint creative efforts and fruitful research of Ukrainian and Polish researchers.

The results of researches of scientists presented during the forum are outlined in a two-book collective monograph "Education for digital transformation of society / Edukacja dla Cyfrowej Transformacji

Spółczeństwa / Education for Digital Transforms. ed. V. Kremin, N. Nichkalo, L. Lukyanova, N. Lazarenko. In the edition of 2024 (Vol. 1 - 526s; Vol. 2 - 544s) found conceptual ideas and scientific positions 84 participants from Poland and Ukraine.

Ukrainian-Polish / Polish-Ukrainian scientific cooperation went beyond official meetings and protocols; Naturally moving to a high level of joint activity, systematic cooperation, joint creative searches, which is a mutual need for scientists-educators of both countries, scientific interpersonal communication, which, despite some obstacles and difficulties inherent in creativity, methodological and moral and ethical enrichment. The scientific review is a kind of monitoring of the quality of education in Ukraine and Poland, the purpose of which is the formation of creative personalities, ready to work in the conditions of technological or market changes in society.

3.3. Preparation of Ukrainian philology teacher in war conditions: European priorities and national experience¹⁴⁷

The full -scale military aggression of Russia to Ukraine has dramatically changed the value vectors of the state development, influenced the values of each family, adjusting the social dimensions of education. T. Klochko, O. Rossa rightly point out that the war continues both for linguistic borders, for the territory of man, and for the future of the world. Military realities stimulated a powerful spike in development and the "victorious course of the Ukrainian language" as a guarantor of "strengthening of state unity, system -forming component of the Ukrainian civic nation", an integral part of Ukraine's national security.¹⁴⁸

To the priorities of the National Security Strategy of Ukraine (2020)¹⁴⁹ Independence and state sovereignty are attributed; European and Euro-Atlantic integration (item 5), development of human capital of

¹⁴⁷ Апробовано у ст.: Семенов, О. М. (2023). Підготовка вчителя української філології в умовах війни: європейські пріоритети та національний досвід. У *Trends in the Development of Philological Education in the Era of Digitalization: European and National Contexts: Scientific monograph* (с. 683–711). Рига, Латвія: "Baltija Publishing". <https://doi.org/10.30525/978-9934-26-303-3-31>

¹⁴⁸ Верховна Рада України. (2019). Закон України «Про забезпечення функціонування української мови як державної». <https://zakon.rada.gov.ua/laws/show/2704-19#Text>

¹⁴⁹ Президент України. (2020). Стратегія національної безпеки України: Безпека людини – безпека країни. <https://www.president.gov.ua/documents/3922020-35037>

Ukraine, in particular, through the modernization of the system of preschool and complete general secondary education, vocational (vocational-technical) and higher education, bringing educational standards to the needs of social development and the best world specimens (paragraph 57).

Despite the crisis, Ukrainian higher education maintains stability and continues development. The mission of philological education is also rethinking with the assertion of the state, nation -creative role of the Ukrainian language in the conditions of war. In 2022, the profession of philologist, as the analysis of the introductory campaign shows, was recognized as one of the most popular in Ukrainian higher education institutions: 36596 entrants were chosen by their main profession of philology.¹⁵⁰

The qualification of the teacher, editor, journalist, translator is desirable for many employers.

The Covid 19 pandemic, and now the large -scale armed aggression of the Russian Federation has been expressed as the globalist values of innovative personality (V. Kremen)¹⁵¹, So the nation -making, civic values of the teacher's profession: traits of psychologist and linguist, teacher and literary critic, cultural scientist, aesthetist who "affirms Ukrainian linguistic stability of young citizens in society."¹⁵²

Such remarks lead to qualitatively update the content of educational programs for the training of future teachers of Ukrainian philology, taking into account European, world priorities and acquired "in the conditions of the Russian invasion and planting of chauvinistic ideologies of" Russian peace¹⁵³ national experience.

To a large extent, the development of professional competences of future teachers, defined in the professional standard "Teacher of the Institution of General Secondary Education" (2020) is possible thanks to

¹⁵⁰ Барсукова О. У топі – "Право" та Львівська політехніка. Перші результати вступної кампанії-2022. Українська правда. URL: <https://life.pravda.com.ua/society/2022/10/19/250913/>

¹⁵¹ Кремень, В. Г. (2023). Підготовка вчителя: виклики і відповіді: За результатами наукової доповіді на засіданні Стратегічної сесії керівників закладів вищої освіти, 1 березня 2023 р. *Вісник Національної академії педагогічних наук України*, 5(1), 1-6. <https://doi.org/10.37472/v.naes.2023.5104>

¹⁵² Закон України. (2020) «Про забезпечення функціонування української мови як державної». URL: <https://zakon.rada.gov.ua/laws/show/2704-19#Text>

¹⁵³ Кайдаш А., Хомич В. (2023). Соціально-лінгвістичні домінанти підготовки здобувачів освіти в умовах війни. *Scientific Collection «InterConf»*, (145), 181–187. Retrieved from <https://archive.interconf.center/index.php/conference-proceeding/article/view/2595>

partnerships of stakeholders, which are currently "become centers of psychological support, national-patriotic education, academic culture".¹⁵⁴

According to higher education standards, the training of future Ukrainian philologists (bachelor's educational levels and the Master) is carried out at the Faculties of the Universities. According to statistics in 2022, specialty "Secondary Education. Ukrainian language and literature" was included in the rating by the number of budget recommended.¹⁵⁵

Preparation of competitive teacher and development in higher education of key competences in future teachers should take into account European and world trends. In the pedagogical constitution of Europe, developed by V. Andrushchenko (Ukraine), M. Gunsger (Germany), A. Gazhutis (Lithuania) and approved by the Association of Rectors of Pedagogical Universities of Europe in Frankfurt-Main (Germany) in May 2013, among the priority. an environment that promotes the well-being of each child and forms its rich spiritual world; communicative competence (fluent in several European languages); competence of self-identity; competence of justice; leadership competence; research and analytical competence; the ability to learn throughout life; empathy (the ability to understand the experience of a student or student and empathize in the communication process).¹⁵⁶

In 2022, priority trends in the development of education were the formation of a culture of safe behavior. The Russian invasion of Ukraine has forced many students, teachers to leave their homes in search of protection abroad, while many remain in Ukraine. Some of the educational establishments are damaged or destroyed, and these figures continue to grow.

A. Gritsak, V. Dobrynsky, V. Ivashkevich, D. Kolomiets, O. Khomik prove the importance of developing effective methods of training teachers to form a culture of safe behavior of school youth¹⁵⁷ Considering

¹⁵⁴ Семенов О. М., Вовк М. П. (2022). Педагогічне партнерство в умовах воєнних реалій: Досвід взаємодії Інституту педагогічної освіти і освіти дорослих імені Івана Язюна НАПН України і Сумського державного педагогічного університету імені А.С.Макаренка. *Вісник Національної академії педагогічних наук України*, 4(2), 1-14. <https://doi.org/10.37472/v.naes.2022.4214>

¹⁵⁵ Барсукова О. У топі – "Право" та Львівська політехніка. Перші результати вступної кампанії-2022. Українська правда. URL: <https://life.pravda.com.ua/society/2022/10/19/250913/>

¹⁵⁶ Pedagogical Constitution of Europe. URL: <http://www.arpue.org/index.php/uk/chasopysyevropejski-pedahohichni-studii/pedahohichna-konstytutsiia-uevgoru>.

¹⁵⁷ Коломієць, Д. І., Івашкевич, В. М., Грицак, А. В., Добринський, В. С., & Хомік, О. М. (2022). Необхідність вивчення європейського досвіду організації

the experience of European countries such as Albania, Bosnia and Herzegovina, Macedonia, Serbia, Slovenia, Croatia, as well as the Republic of Kosovo. Researchers give examples of students and students in Kosovo in 1980-1999, when a parallel education system developed in the country, secret home schools were functioning to teach Albanian -speaking children in their native language.

Supporting vulnerable categories of students and students is a key thematic issue in the European Union politicians and practices. Since 2022, the Council of the European Union has introduced a broad policy and measures to support Ukrainian white students in Europe (European Commission, EACEA, EURYDICE reports).

Valuable for the development of Ukrainian philological education is the practices of European countries on the European Higher Education Space (EPV). In the documents of the Summit of Education Ministers (2020)¹⁵⁸, in scientific sources^{159;160} Topical recommendations for the formation of the EPVO by 2030 are presented. EPVO is characterized as space innovative, with new effective methods and practices of learning, teaching and research; Inclusive, with equal access to all participants in the educational process to higher education, partnership - with common tools of international cooperation between educational institutions, mobility of employees and students.

On March 1, 2023, at a meeting of a strategic session of heads of higher education, President of Ukraine V. Kremen marked the most general European and world trends of civilizational development: innovative type of progress, globalization, internationalization, processes of European integration and formation of European identity, fluent; Digitalization of all

освітнього процесу в умовах воєнного стану та в післявоєнний час. *Науковий часопис НПУ імені М. П. Драгоманова. Серія 5. Педагогічні науки: реалії та перспективи*, 2022, 164–167. https://enpuir.npu.edu.ua/bitstream/handle/123456789/39095/Kolomiets_Ivashkevych.pdf?sequence=1

¹⁵⁸ Rome Ministerial Communiqué, 2020. <https://www.enqa.eu/wp-content/uploads/2020/09/Preview-of-the-2020-Rome-Ministerial-Communiqu%C3%A9.pdf>

¹⁵⁹ Батченко, Н. Г., Бульвінська, О. І., Локшина, О. І., Мосьян, Н. В., Проценко, О. Б., Сисоєва, С. О., & Соколова, І. В. (Укладачі; Сисоєва, С. О., Ред.). (2020). *Європейський простір вищої освіти: параметри та експертизи: навчальний посібник* (152 с.). Київ.

¹⁶⁰ Харченко, І. І. (2019). Теоретичні та прикладні аспекти розвитку філологічної освіти в Україні та в країнах Європейського Союзу. *Науковий вісник Міжнародного гуманітарного університету. Серія: Філологія*, 38(1), 4. <http://repo.snau.edu.ua/handle/123456789/7860>

spheres of life, readiness for professional activity in conditions of inclusion in all spheres of life of artificial intelligence.¹⁶¹

To prepare a person that would correspond to educational trends and values, perhaps if you systematically develop thinking, create problematic situations in the classroom, in search of which, students, students will learn to generate new ideas and create new knowledge.

European priorities and European experience is important for updating Ukrainian philological education.

E. Smekin, N. Strelok, A. Samlyuk¹⁶², T. Saltikova¹⁶³ They analyzed the content of bachelor's programs of philological specialties in higher education institutions of Germany, France, Austria, the Netherlands, Poland, Lithuania, Latvia, Estonia and summarized some aspects that are appropriate to take into account in the organization of educational process in the Ukrainian Education: preservation of national education; decentralization of higher education system; digitalization of the educational process, a significant number of selective disciplines; intensification of international cooperation and academic mobility; cooperation with customers of educational services; Understanding education and science; mandatory writing of qualification work; teaching professional disciplines in both the state and foreign language.

On the basis of comparison and generalization, researchers have distinguished the following features of foreign programs: in most European countries, the preparation of a bachelor of philologist takes 3 years (180 ECTS credits), in Ukraine - 3 years and 10 months (240 ECTS credits); The European educational programs define primarily professional disciplines, in Ukrainian - the compulsory block includes both philological and general disciplines (philosophy, the basics of ecology, etc.); double profiles of higher education (Estonia, Latvia, Lithuania, Germany); Most European countries have the opportunity to obtain additional specialization, not related to philology (for example, chemistry, economy, political science); There is a combination of theoretical (2 years) and practical training (2

¹⁶¹ Кремень В. Г. (2023). Підготовка вчителя: виклики і відповіді: За результатами наукової доповіді на засіданні Стратегічної сесії керівників закладів вищої освіти, 1 березня 2023 р. *Вісник Національної академії педагогічних наук України*, 5(1), 1-6. <https://doi.org/10.37472/v.naes.2023.5104>

¹⁶² Стрелок, Н., Самлюк, А., & Митькіна, Є. (2023). Відмінність і подібність систем вищої філологічної освіти України та європейських держав. *Академічні візії*, (18). <https://www.academy-vision.org/index.php/av/article/view/220>

¹⁶³ Салтикова, Т. О. (2021). Особливості організації професійної підготовки вчителів у Франції. *Інноваційна педагогіка*, (38), 182–187. <https://doi.org/10.32843/2663-6085/2021/38.36>

years) (France). В. Ліпич, О. Кузьменко, І. Беркешук¹⁶⁴ It is emphasized that with the beginning of the world pandemic and war, changes in the development of philological education have been accelerated and focus on integrative education, adaptive education, culture of digitalization, education of students of digital skills, prose education.

For higher philological education, I. Kharchenko notes, inherent in the tendencies of multiculturalism, which are realized in the study of cultural and educational values of other cultures on the basis of knowledge of the culture of their ethno-cultural group, as well as the creation of all cultures on the principles of mutual understanding, tolerance and social dialogue.¹⁶⁵

The question of preserving cultural wealth and development of linguistic diversity for mutual understanding between peoples, as the review shows, is a priority in the legislative and regulatory documents of European states: "Global Initiative" Education First¹⁶⁶, резолюція Парламентської асамблеї Ради Європи (2017)¹⁶⁷. In "Pan -European Recommendations on Language Education" (2001)¹⁶⁸ The principles of language policy of European states are presented: mastering languages to express interaction and understanding; Introduction of uniform requirements for further cooperation and coordination of national policy in the field of teaching and learning modern languages.

We will comment on these trends on the example (Goteborg University)¹⁶⁹.

At the university, in particular, as the site analysis shows, they adhere to the recommendations of the Committee of Ministers of the Council of Europe "On Modern Languages"¹⁷⁰ (1998) With regard to the priority of the intercultural component, the competence to "learn to learn", which contributes to the

¹⁶⁴ Ліпич, В. М., Кузьменко, О. Ю., & Беркешук, І. С. (2023). Філологічна наука й освіта України в умовах війни та глобальних викликів розвитку. *Академічні візії*, (16). <https://academy-vision.org/index.php/av/article/view/152>

¹⁶⁵ Харченко, І. І. (2019). Теоретичні та прикладні аспекти розвитку філологічної освіти в Україні та в країнах Європейського Союзу. *Науковий вісник Міжнародного гуманітарного університету. Серія: Філологія*, 38(1), 4. <http://repo.snau.edu.ua/handle/123456789/7860>

¹⁶⁶ Global Education First Initiative URL: <http://www.unesco.org/new/en/gefi/home/>.

¹⁶⁷ The new Ukrainian law on education: a major impediment to the teaching of national minorities' mother tongues URL: <http://assembly.coe.int>

¹⁶⁸ Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання (2003). Наук. ред. докт. пед. наук, проф. С. Ю. Ніколаєва. К.: Ленвіт. 273 с.

¹⁶⁹ Göteborgs universitet. URL: spraket/var-forskarutbildning.

¹⁷⁰ Загальноєвропейські Рекомендації з мовної освіти (2003). Наук. ред. докт. пед. наук, проф. С. Ю. Ніколаєва. К.: Ленвіт. 273 с.

development of multilingualism throughout life; The maximum contributes to the introduction of the European dimension into education.

In the educational institutions of European countries, the importance of training a philologist, who skillfully has a culture of working with texts, creates different types of texts, media texts, virtual texts, and teaches students to create such texts. Such a need to increase the role of reading literacy in society and conduct a authoritative international study of the quality of PISA education (ProgramMe for International Student Assessment) in 90 countries in 90 countries within the framework of Economic Cooperation and Development of OECD since 2000.

The content of comparative research is competently oriented tests for reading, mathematics and natural sciences, the purpose of conducting is to evaluate the quality of functioning of educational systems in the world; Among the tasks is to find out how 15-year-old students / college students have acquired key knowledge and skills for full participation in society, their readiness to solve life problems and overcoming challenges in unfamiliar conditions or non-standard situations.

International comparative study of the quality of PISA education in 2018 was aimed at checking the level of reading literacy of adolescents: whether they are able to find the necessary information in the text, to explain the relevance of the text, to exercise reflection, to evaluate the text.¹⁷¹

Almost 90 countries took part in the event, and Ukrainian students and students took 37-42 place. As the document analysis shows, 25.9 percent of the respondents did not even reach the basic level; failed to complete the task of finding up -to -date information in the text, integrating the content of parts of the text to determine its main idea, did not provide analytical evaluation of the text.¹⁷²

In view of such results, the experience of European higher education institutions that focus work on the formation of a competent reader, capable of working with different texts/media, in paper and digital formats, is valuable. In particular, the Department of Philology, Literature

¹⁷¹ Мазорчук, М., Вакуленко, Т., Терещенко, В., Бичко, Г., Шумова, К., Раков, С., Горох, В., та ін. (2019). *Національний звіт за результатами міжнародного дослідження якості освіти PISA-2018*. Український центр оцінювання якості освіти.

¹⁷² Організація економічного співробітництва та розвитку (ОЕСР). (2019). *PISA-2018. Результати. (Том 1). Що учні знають та вміють робити: Міжнародний звіт за результатами міжнародного дослідження якості освіти PISA-2018* (Т. В. Ларіна, Пер.). Український центр оцінювання якості освіти.

and Linguistics of Pisa University (Italy)¹⁷³ Combines the main areas of research on classical philology and modernism. The main purpose of research is to reconstruct and analytical study of linguistic and literary texts from ancient times to the present.

Updated educational programs in Ukrainian higher education institutions should be more focused on preparing a teacher for the formation of reading literacy of students on the basis of PISA -2018 research, which is in line with the Law of Ukraine "On Education" (2017).¹⁷⁴

On March 3, 2023, the Cabinet of Ministers of Ukraine approved the "Strategy for the Development of Reading for the Period Until 2032", according to which the trend towards reading as a life strategy became evident: a teacher must be able to ensure a sustainable interest in reading Ukrainian books and the formation of a competent reader¹⁷⁵, be able to counteract attacks and propaganda of Russia in order to strengthen the information resistance of our country.

So, with the affirmation of the state-building, nation-building role of the Ukrainian language and linguistic stability, the mission of philological education is being rethought in the conditions of war. European priorities and European experience are important for the renewal of Ukrainian philological education. The indicated trends of European integration and the formation of European identity, a culture of safe behavior, multiculturalism, digitalization, reading as a life strategy express the readiness of a philologist teacher for professional activity in conditions of uncertainty or non-standard situations of the educational process.

Training of specialists in the specialty 035 "Philology" is carried out in Ukraine according to the standards of higher education of Ukraine for the first (bachelor's) level (2019), the second master's level (2019). In 2023, the Ministry of Education and Science of Ukraine proposed for discussion in higher pedagogical education institutions draft standards for higher education in the specialty 014 Secondary Education and, in particular,

¹⁷³ Belichenko, O., & Semenog, O. (2023). European experience and Ukrainian practices of ensuring academic integrity. *Media4u Magazine*, 20, 2–6. <http://www.media4u.cz/aktualvyd.pdf>

¹⁷⁴ Закон України «Про освіту». (2017). Відомості Верховної Ради України, (38–39). <http://zakon5.rada.gov.ua/laws/show/2145-19>

¹⁷⁵ Кабінет Міністрів України. (2023). *Стратегія розвитку читання на період до 2032 року: «Читання як життєва стратегія» (Розпорядження від 3 березня 2023 р. № 190-р)*. <https://zakon.rada.gov.ua/laws/show/190-2023-%D1%80#Text>

014.01. Secondary Education. Ukrainian Language and Literature: First (Bachelor's)¹⁷⁶ and the second (master's)¹⁷⁷ equal.

The draft educational programs define important professional competencies: the ability to constructively and safely interact with participants in the educational process (FC6), the ability to ensure the functioning of a safe and inclusive educational environment (FC7). The prolonged COVID-19 pandemic, the full-scale war in Ukraine have significantly adjusted the educational process, have made the issue of introducing distance or blended learning in higher education, the implementation of an individual educational trajectory of the development of applicants more urgent; have determined the need for safety skills, teachers' skills to provide psychological assistance to students and parents, to form a culture of reading various texts/media texts, and digital culture.

A. Hrytsak, V. Dobrynskyi, V. Ivashkevych, D. Kolomiets, O. Khomik¹⁷⁸ rightly note the urgent need to "arm" all participants in the educational process with knowledge of the rules of behavior during alarms, in shelters, in unfamiliar areas and in various emergency situations of a military nature. Faith in the victory of Ukraine is significantly strengthened if future teachers have developed stress resistance, analytical and critical thinking, psychological, socio-cultural and, ultimately, life experience.¹⁷⁹

¹⁷⁶ Проект стандарту вищої освіти України; перший (бакалаврський) рівень, галузь знань 01 Освіта/Педагогіка, спеціальність 014 Середня освіта. Українська мова і література», 2023. URL:<https://mon.gov.ua/ua/news/mon-proponuye-do-gromadskogo-obgovorennya-proyekt-standartu-vishoyi-osviti-zi-specialnosti-014-serednya-osvita-na-pershomu-bakalavrskomu-rivni-vishoyi-osviti>

¹⁷⁷ Проект стандарту вищої освіти України; другий (магістерський) рівень, галузь знань 01 Освіта/Педагогіка, спеціальність 014 Середня освіта. Українська мова і література» 2023 URL: <https://mon.gov.ua/ua/news/mon-proponuye-do-gromadskogo-obgovorennya-proyekt-standartu-vishoyi-osviti-zi-specialnosti-standartu-vishoyi-osviti-zi-specialnosti-014-serednya-osvita-na-drugomu-magisterskomu-rivni-vishoyi-osviti>

¹⁷⁸ Коломієць, Д. І., Івашкевич, В. М., Грицак, А. В., Добринський, В. С., & Хомік, О. М. (2022). Необхідність вивчення європейського досвіду організації освітнього процесу в умовах воєнного стану та в післявоєнний час. *Науковий часопис НПУ імені М. П. Драгоманова. Серія 5. Педагогічні науки: реалії та перспективи*, 2022, 164-167. https://enpuir.npu.edu.ua/bitstream/handle/123456789/39095/Kolomiets_Ivashkevych_.pdf?sequence=1

¹⁷⁹ Старагіна, І. П., Терещенко, В. М., & Панченков, А. О. (2020). *Нова українська школа: розвиток читацької компетентності в учнів початкової школи в системі інтегрованого навчання: навчально-методичний посібник*. Соняшник.

Let us turn to national practices, in particular, the experience of Sumy State Pedagogical University named after A.S. Makrenko (hereinafter - Sumy State Pedagogical University named after A.S. Makrenko), where the author of the study works.

Current educational and professional programs of Sumy State Pedagogical University named after A.S. Makrenko^{180,181} generally correspond to the draft standards of higher education in Ukraine. The document defines such professional competencies as carrying out a comprehensive research project on current problems of philology, methodology and other branches of knowledge related to philology; the ability to engage in subject-subject interaction with students in the educational process; awareness of equal opportunities and gender issues to ensure educational space; skills to organize students' research activities in extracurricular work on the basis of personally oriented, activity and competence approaches and partnership interaction; to understand and implement various teaching technologies, methods, techniques and forms of work in professional activities.

An important trend in the development of the educational and professional program is the creation of opportunities to ensure the individual educational trajectory of future teachers.

When determining learning outcomes, the experience of similar educational programs at Pavlo Tychyna Uman State Pedagogical University, Taras Shevchenko Chernihiv National Pedagogical University, Volodymyr Hnatyuk Ternopil National Pedagogical University, etc. was taken into account.¹⁸²

The author's experience of participation in the international project "Innovative University and Leadership", scientific consultations with

¹⁸⁰ Освітньо-професійна програма 014 Середня освіта (Українська мова і література. Англійська мова). перший (бакалаврський) рівень. Сумський державний педагогічний університет імені А.С.Макаренка, 2022 URL: https://sspu.edu.ua/images/2022/docs/opp/so_ukrayinska_mova_561dc.pdf

¹⁸¹ Освітньо-професійна програма Середня освіта 014 (Українська мова і література. Англійська мова) другий (магістерський рівень). Сумський державний педагогічний університет імені А.С.Макаренка, 2022 URL: https://sspu.edu.ua/images/2022/docs/opp/opp_serednya_osvita_ukrayinska_mova_i_literatura_a_1e061.pdf

¹⁸² Відомості про самооцінювання. Освітньо-професійна програма Середня освіта 014 (Українська мова і література. Англійська мова) другий (магістерський рівень). Сумський державний педагогічний університет імені А.С.Макаренка, 2020 URL: https://sspu.edu.ua/images/2020/doc/09/zviti_pro_samoocinyuvannya_opp_serednya_osvita_ukrayinska_mova_i_literatura_angliyska_mova_4dce6.pdf

experts from the Warsaw and Jagiellonian Universities (Poland) were also taken into account¹⁸³; the result of which was the introduction of the academic discipline "Academic Culture of a Teacher-Researcher".

Participation of the Department of Ukrainian Language and Literature of the Sumy State Pedagogical University named after A.S. Makarenko in the project on informational literacy IREX allowed to certify seven programs ("Methodology of teaching the Ukrainian language in general educational institutions", "Methodology of teaching Ukrainian literature in general secondary educational institutions", "Linguodidactics", "Culture of scientific language", built on the principles of interdisciplinary integration.

The project groups of educational programs of the Sumy State University named after A.S. Makarenko are constantly concerned with how to achieve program results and ensure the formation of integral, general and professional competencies of future teachers of the Ukrainian language and literature.

The overarching idea of professional and methodological training of future teachers in the conditions of wartime realities of content is the statement of the Ukrainian methodologist B. Stepanyshyn that each discipline in higher education is read as a part of the culture of the nation. In the content of training, we take into account our analysis of the experience of Sweden in training a future teacher of the native language as a cultural and linguistic personality, which made it possible to identify the features of the formation nationally conscious linguistic personality, who possesses effective communicative strategies. Among the program outcomes of the Bachelor of Philology in the educational programs of the University of Gothenburg (Goteborg University) are outlined knowledge of the structure of the native language and understanding of the history of its development, the history of the state, culture, nature, geography and modern social conditions in which the speakers of this language live; the ability to verbally express thoughts, feelings, and adjust one's own actions in accordance with the communicative situation.¹⁸⁴

¹⁸³ Відомості про самооцінювання. Освітньо-професійна програма Середня освіта 014 (Українська мова і література. Англійська мова) другий (магістерський рівень). Сумський державний педагогічний університет імені А.С.Макаренка, 2020 URL: https://sspu.edu.ua/images/2020/doc/09/zviti_pro_samoocinyuvannya_opp_serednya_osvita_ukrayinska_mova_i_literatura_angliyska_mova_4dce6.pdf

¹⁸⁴ Більш детально: Семенов, О. М. (2022). Підготовка майбутнього учителя рідної мови як культуромовної особистості: досвід Швеції. *Педагогічні технології: теорія, історія, інноваційні технології*, 9-10(123-124), 361–371.

N. Bondarenko, S. Kosyanchuk, having conducted a thorough analysis of curriculum development, come to the conclusion that educational institutions should have a “state-based understanding of the Ukrainian language as a reflection of national existence and culture, its role and place in society without linguistic slavery, the importance of studying and widespread use.”¹⁸⁵

When considering security factors in teaching Ukrainian language and literature in secondary and old schools, we take into account the research approaches of L. Matsko¹⁸⁶ regarding the concept of "linguistic consciousness": verbally expressed knowledge about the world; the primary basis for the formation of linguistic consciousness is linguistic ability, which is filled with linguistic thinking, mental images, and reflections. Linguistic consciousness forms the cognitive (recognitive) content of speech.¹⁸⁷

We also take into account the considerations of O. Kulyk¹⁸⁸ regarding language stability: in the educational process it is important to “teach students not only to choose (if necessary, and select) a Ukrainian word, to make “their” fashionable, but also to consciously, confidently use it, to use it convincingly in Ukrainian-language communication”.

We carry out training on the basis of adhering to the principle of pedagogical partnership between a teacher-mentor and a student - a future teacher.

Within the framework of scientific research, we will dwell in more detail on such a component as reading literacy.

The results of PISA-2018 encourage teachers of higher pedagogical education institutions to search for effective tools in the formation of students’ reading literacy. The importance of such a project is also emphasized by the results of annual national reports on the external assessment in the Ukrainian language and literature.

As the analysis shows, the results of the external assessment in the Ukrainian language and literature for several years in a row indicate a

¹⁸⁵ Бондаренко, Н. В., & Косянчук, С. В. (2017). Реформування навчальних програм: більше запитань, ніж відповідей. *Український педагогічний журнал*, 2, 112–119.

¹⁸⁶ Мацько, Л. І. (2009). *Українська мова в освітньому просторі*. НПУ ім. М. П. Драгоманова.

¹⁸⁷ Семенов, О. М. (Ред.). (2022). *Текст у дослідницьких парадигмах: теорія і практика* (248 с.). Вид-во СумДПУ імені А. С. Макаренка.

¹⁸⁸ Кулик, О. (2020). Формування мовної стійкості здобувачів вищої освіти на заняттях з української мови: доведення потреби. *Вісник Національного авіаційного університету*, 16. <https://doi.org/10.18372/2411-264X.16.14681>
<https://jrn1.nau.edu.ua/index.php/VisnikPP/article/view/14681>

disappointing situation: in 2018 65 percent of the tested school graduates were unable to formulate their position skillfully, 71 percent were unable to argue; in 2019, 86 percent of the participants did not formulate their position on the proposed discussion question, 82 percent were unable to support it with appropriate arguments, 52 percent did not provide examples from their own reading or artistic experience at all; in 2020, 20 percent were unable to formulate their position on the proposed discussion question at all; in 2021, 26.6 percent did not support their position on the proposed question with appropriate arguments, 48 percent did not provide examples from their own reading experience; a significant number of graduates did not write their own statement at all. In 2022, only closed-type test tasks were used in the NMT (choosing an answer to establish correspondence, etc.); open-type tasks, in particular, to provide a detailed answer, which are traditional for external assessment tests, were not presented.

This state of reading literacy of school graduates actualizes the emphasis on training future teachers of Ukrainian philology in the context of practice-oriented learning outcomes in higher pedagogical education institutions.

Reading with understanding, developing the ability to analyze, evaluate a written text, argue, create one's own product, developing a patriot of Ukraine and a person of Europe - the cross-cutting positions of teaching the Ukrainian language and Ukrainian literature are defined in methodological normative documents¹⁸⁹ and in the "Strategy for the Development of Reading for the Period Until 2032".¹⁹⁰

The success of reading and understanding the text (media text) is largely, as I. Staragina, V. Tereshchenko, A. Panchenkov rightly note¹⁹¹, depends on the individual experience of applicants, their acquired background knowledge, creative thinking, as well as on the pedagogical

¹⁸⁹ Методичні рекомендації щодо викладання української мови, української літератури, зарубіжної літератури у 2022/2023 навчальному році. URL:<https://www.schoolife.org.ua/metodychni-rekomendatsiyi-shhodo-vykladannya-ukrayinskoyi-movy-ukrayinskoyi-literatury-zarubizhnoyi-literatury-u-2022-2023-navchalnomu-rotsi/>

¹⁹⁰ *Стратегія розвитку читання на період до 2032 року*. Розпорядження КМУ від 3 березня 2023 року. «Читання як життєва стратегія». URL: <https://zakon.rada.gov.ua/laws/show/190-2023-%D1%80#Text>.

¹⁹¹ Старагіна, І. П., Терещенко, В. М., & Панченков, А. О. (2020). *Нова українська школа: розвиток читацької компетентності в учнів початкової школи в системі інтегрованого навчання: навчально-методичний посібник*. Соняшник.

partnership and dialogue between the teacher and students, lecturers and students.

We consider the professional and methodological preparation of future teachers of Ukrainian philology to form reading literacy and language stability of students as a specially organized educational process, which is carried out taking into account the personal, competency, activity, text-centric approaches.

Let us consider the draft standards of higher education for the specialty Secondary education. Ukrainian language and literature (2023) in the context of the specified issue. Among the professional competencies at the bachelor's level of the standard of higher education of Ukraine for the specialty 014.01. Secondary education. Ukrainian language and literature emphasizes the ability to use cognitive and discursive skills aimed at perceiving and creating coherent monological and dialogical texts in oral and written forms, to master the methodology for developing coherent speech of students in the process of speaking and preparing creative works (PC 3).¹⁹²

The professional competencies of the draft standard at the master's level include the ability to apply knowledge of the principles, methods and techniques of literary text analysis in professional pedagogical activities (PC 3); possession of cognitive and discursive skills aimed at the perception and creation of coherent monological and dialogical texts in oral and written forms, possession of a methodology for developing students' speech competence in the process of speaking and preparing creative works (PC 6).¹⁹³

The culture of working with text as a component of professional competence is reflected in the current OPP of Sumy State Pedagogical University named after A.S. Makarenko.

Taking into account the International PISA-2018 study of students' reading literacy, we emphasize classes on professional methods in higher

¹⁹² Проект стандарту вищої освіти України; перший (бакалаврський) рівень, галузь знань 01 Освіта/Педагогіка, спеціальність 014 Середня освіта. Українська мова і література», 2023. URL:<https://mon.gov.ua/ua/news/mon-proponuye-do-gromadskogo-obgovorennya-proyekt-standartu-vishoyi-osviti-zi-specialnosti-014-serednya-osvita-na-pershomu-bakalavrskomu-rivni-vishoyi-osviti>

¹⁹³ Проект стандарту вищої освіти України; другий (магістерський) рівень, галузь знань 01 Освіта/Педагогіка, спеціальність 014 Середня освіта. Українська мова і література» 2023 URL: <https://mon.gov.ua/ua/news/mon-proponuye-do-gromadskogo-obgovorennya-proyekt-standartu-vishoyi-osviti-zi-specialnosti-standartu-vishoyi-osviti-zi-specialnosti-014-serednya-osvita-na-drugomu-magisterskomu-rivni-vishoyi-osviti>

education and students' pedagogical practice. The programs of academic disciplines correspond to the collective theme of the Department of Ukrainian Language and Literature "Text in Modern Research Paradigms", built taking into account the grants implemented by the Resource Center for Professional Development of Teachers of Ukrainian Language and Literature of Sumy State Pedagogical University named after A.S. Makarenko under the project "Learn and Distinguish: Info-Media Literacy" (IREX) of the Council for International Scientific Research and Exchanges with the support of the Embassies of the USA and Great Britain in cooperation with the Ministry of Education and Science of Ukraine and the Academy of the Ukrainian Press.

In section 9 of the Pedagogical Constitution of Europe¹⁹⁴ The place and role of pedagogical practice in the system of training a new teacher, its activity (labor) and subject nature are outlined. Attention is focused on ensuring its continuity and consistency, and types of practice (faculty; educational; educational; pre-diploma (subject)) and civic practice, which is cross-cutting in nature, is carried out throughout all years of study and aims to integrate the future specialist into the system of social relations, are also highlighted. In foreign countries, practice is an important aspect of professional training, aimed at developing professional competencies - pedagogical, psychological, socio-cultural, communicative, etc. In France, first-year students undergo practice during their studies - two days at school, in subsequent courses - two weeks under the guidance of a methodologist (approximately 18 weeks during the course).¹⁹⁵

The professional practice of future teachers of the Ukrainian language and literature in the educational and professional program Secondary Education (Ukrainian Language and Literature) is presented as an interdisciplinary educational process, which is carried out on the basis of partnership between the pedagogical university and general secondary education institutions, allows you to master key and subject competencies, modern methods and forms of organizing the educational process, contributes to the formation of value orientations and an individual style of professional activity.

War realities adjusted the course of practical training of future teachers, which was reflected in the updated work programs of production

¹⁹⁴ Pedagogical Constitution of Europe. URL: <http://www.arpue.org/index.php/uk/chasopysyevropeiski-pedahohichni-studii/pedahohichna-konstytutsiia-uevropy>.

¹⁹⁵ Лазаренко, Н. (2019). *Професійна підготовка вчителів у педагогічних університетах України в умовах євроінтеграції: монографія*. Вінниця: Друк плюс. С.99.

pedagogical practice in the Ukrainian language and literature in secondary and high schools. The purpose and functions of professional practice have significantly expanded and become more complicated, taking into account the order of the Ministry of Education and Science of Ukraine No. 262 dated August 22, 2022 "On the organized beginning of the 2022/2023 academic year in wartime conditions". For example, the importance of such a quality of a practitioner as the ability to listen to the interlocutor has increased. The culture of listening involves knowledge and skillful use of different styles and techniques of listening, developed skills of concentration of attention, emotional self-control, working with information, adherence to ethical norms of behavior. An important trend in the development of the educational and professional program Secondary Education (Ukrainian Language and Literature. English Language) and the program of professional practice in wartime conditions has become interregional partnership interaction, which is provided by the resource center for professional development of teachers of the Ukrainian language and literature of the Sumy State Pedagogical University named after A. S. Makarenko in cooperation with schools, communities, colleges, other universities and research institutions of the National Academy of Sciences of Ukraine. More details are described in the publication.¹⁹⁶

In order to update the internship program in Ukrainian language and literature in high (specialized) school during 2021-2022, an analysis of educational programs and internship programs at the bachelor's and master's levels of the Volodymyr Hnatyuk Ternopil National Pedagogical University, the Pavlo Tychyna Uman State Pedagogical University, etc. was carried out; Analytical materials of the Ivan Zyazyun Institute of Pedagogical and Adult Education of the National Academy of Sciences of Ukraine, covering the results of a survey of teachers, practice leaders, the current state of practice organization, presentation of experience in organizing practices ("Adult Education in Formal and Non-Formal Education: Theory and Practice" (2019, <http://lib.iitta.gov.ua/718748>) "Pedagogical Education in Ukraine: Theory and Practice" (dictionary, 2021), etc. were also taken into account.

The practice program defines such professional competencies as the ability to develop the necessary language and linguistic, literary and

¹⁹⁶ Семенов О. М., Вовк М. П. (2022). Педагогічне партнерство в умовах воєнних реалій: Досвід взаємодії Інституту педагогічної освіти і освіти дорослих імені Івана Зязюна НАПН України і Сумського державного педагогічного університету імені А.С.Макаренка. Вісник Національної академії педагогічних наук України, 4(2), 1-14.
URL:<https://doi.org/10.37472/v.naes.2022.4214>

aesthetic competencies in students, to carry out a comprehensive research project on current problems of philology, methodology and other fields of knowledge related to philology; the ability to engage in subject-subject interaction with students in the educational process; awareness of equal opportunities and gender issues to ensure educational space; skills to organize educational process in Ukrainian language and literature, in English language and research activities of students in extracurricular work on the basis of personally oriented, activity and competence approaches and partnership interaction; to comprehend and implement in professional activities various teaching technologies, methods, techniques and forms of work, assessment of learning outcomes in order to form the language and communicative competence of students.

In classes, in accordance with the updated in 2022 work programs on methods of teaching Ukrainian language and literature in secondary education institutions, we focus on the development of competent speakers and readers with a humanistic worldview, who know the Ukrainian language primarily as a living organism, as an instrumental basis for active use of knowledge¹⁹⁷; (we analyze informational and artistic texts for spiritual, cultural and national self-expression and intercultural dialogue, enrichment of emotional and sensory experience, creative self-realization, formation of value orientations and attitudes). This is detailed in paragraphs 4; 7; 9 of the language and literary educational branch of the State Standard of Basic Secondary Education (2020).¹⁹⁸

The successful implementation of production practice in difficult wartime conditions is facilitated by guest lectures by G. Filipchuk, a full member of the National Academy of Sciences of Ukraine, a member of the Central Board, and the first deputy chairman of the Taras Shevchenko All-Ukrainian Society "Prosvita" "Ukrainocentrism in Educational Policy" <https://www.youtube.com/watch?v=JjKzURuVi-I&t=10656s>; participation in the "My Shevchenko" competition, in the "My Ukraine" Poetry Marathon, in the online school "I Choose Ukrainian" in March and

¹⁹⁷ Модельна навчальна програма «Українська мова. 5-6 класи» для закладів загальної середньої освіти: укладачі – Голуб Н.Б., Горошкіна О.М. URL:<https://mon.gov.ua/storage/app/media/zagalna%20serednya/Navchalni.prohramy/2021/14.07.Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Movno-literat.osv.hal/Ukr.mova.5-6-kl.Holub.Horoshkina.14.07.pdf>

¹⁹⁸ Державний стандарт базової середньої освіти (2020). Затверджено Постановою Кабінету Міністрів України. URL:<https://www.kmu.gov.ua/npas/prodeyaki-pitannya-derzhavnih-standartiv-povnoyi-zagalnoyi-serednoyi-osviti-i300920-898>

December 2022 (initiated by the founders of the Public Organization "Innovative Horizons of Ukraine" Serhiy and Tetyana Sharov (<http://obrii.org.ua/>), which contribute to the preservation of Ukrainian culture, traditions, and the development of the national-patriotic spirit of modern youth; popularize the national-cultural, scientific and educational heritage of the Ukrainian nation at the regional and international levels.

In 2023, a lecture "Soft Power of Ukraine: Development of Language Personality in Austria" by Tetyana Symonenko, who currently works as a research professor at the Department of Foreign and Business Communication at WU (WIRTSCHAFTSUNIVERSITÄT WIEN), serves as the director of the Center for Ukrainian Researchers in Austria, was held for student interns and future teachers of Ukrainian philology (video recording: <https://www.youtube.com/watch?v=1DaIdiE5DuY>).

The researcher presented the book "I am in Austria with Ukraine in my heart (documented stories: dramatic and authentic)", prepared together with colleagues from the Association of Ukrainian Scientists in Vienna.¹⁹⁹ Each of the stories in the book is built in the storytelling genre and covers three structural content components: life before the war, the first day of the war, the process of integration in Austria. The interviewees were women refugees from Ukraine. Most of the texts are based on real facts and are deeply emotional. Such activities contribute to the formation of the ability to communicate emotionally in wartime, search for new information, interpret it, comprehend it, formulate one's own conclusions.

We involve students in the analysis of texts that are offered in the textbooks "Ukrainian Language" for grades 5 and 6 of the New Ukrainian School.^{200,201}

In paragraphs, we comprehensively combine four blocks of content: Information, Text, Communication, Language Knowledge. The core of the lessons is working with texts of different genres and styles (lyrical song, parable, legend, linguistic fairy tale, story, media text), the

¹⁹⁹ Сьогодні відбулась довгоочікувана і хвилююча гостьова лекція. https://www.facebook.com/permalink.php?story_fbid=pfbid0QhknaaLjnmjipJmgTd6K4LoDRaJJHTQuwbajrgCTC4Y1J7qTZAYu5Gwf1NiXHHNDTl&id=100010446093840

²⁰⁰ Семенов, О. М., Дятленко, Т. І., Білясник, М. Д., & Волницька, В. В. (2022). *Українська мова: підручник для 5 класу закладів загальної середньої освіти* (336 с.). Астон. <https://pidruchnyk.com.ua/1645-ukrmova-5-klas-semenog.html>

²⁰¹ Семенов, О. М., Калинич, О., Дятленко, Т. І., Білясник, М. Д., & Волницька, В. В. (2023). *Українська мова: підручник для 6 класу закладів загальної середньої освіти* (336 с.). Астон. <https://pidruchnyk.com.ua/2594-ukrmova-6-klas-semenog.html>

formation of text skills. When selecting texts, we take into account the artistic and aesthetic level, humanistic content, pedagogical value and educational effect, correspondence to the age period, and a certain volume.

We offer work with texts in textbooks in several directions: the direction “Let's discuss” actualizes and deepens knowledge about the text; the direction “Let's do the task” encourages us to trace how language concepts “work” in context, encourages us to edit or create our own creative product. Thus, we comprehensively develop language, speech, life or key competencies. We apply techniques for developing critical thinking: reading with marking, reading with prediction, senkan, discussion, cluster, associative bush.

At webinars held in cooperation with the Mykolaiv, Sumy, Chernivtsi institutes of postgraduate pedagogical education, regional centers for professional development of pedagogical workers of the Sumy region, pilot materials of textbooks "Ukrainian language" for grades 5 and 6 of the New Ukrainian School were demonstrated, taking into account the principles of interactivity, textocentrism, "soft" integration, in particular, infomedia literacy.

War, information attacks in cyberspace have actualized the principle of infomedia literacy, which is based on critical thinking, the basics of media security, information hygiene, and the ability to overcome cyber risks when working in the global network. Therefore, the tasks of production pedagogical practice in the 2022-2023 academic year were added to the following: developing students' practical skills and abilities to model various types of lessons, using digital services and online tools for teaching the Ukrainian language and literature, English in secondary education institutions; organizing and conducting group work, performing methodological, search and research work on information and media literacy; familiarizing themselves with the work of methodological associations of teachers of the school's pedagogical council in war conditions. An example of effective partnership in the context of informal education of students of philological faculties is the project "Information and media literacy of philological students", which was implemented jointly with the Yuriy Fedkovych Chernivtsi National University.²⁰²

In particular, the section of the academic discipline “Methodology of teaching the Ukrainian language in secondary education institutions” was highlighted by considering various strategies and tactics of effective

²⁰² Семенов, О., & Кульбабська, О. (2021). Формування м'яких навичок студентів-філологів у міжрегіональному проєкті з інфомедійної грамотності. *Педагогічні науки: теорія, історія, інноваційні технології: наук. збірник*, 4(108), 231–248. <https://archer.chnu.edu.ua/jspui/handle/123456789/2193>

communication, disputes, media hygiene culture, discussion of message etiquette by means of collective communication in conference mode and in chats; compliance with linguistic ecological norms, tolerant communication in the network space.

For the purpose of informal education of future teachers in difficult wartime conditions, the cooperation of the resource center with public organizations was updated. Together with the NGO “International Association of Modern Education, Science and Culture” (Uman), partnership interaction was aimed at creating a linguistic-psychological toolkit for the formation of media literacy of students of different levels of education, which contributed to strengthening the mental health of the population in war and post-war conditions, intercultural dialogue between different social groups in Ukraine in order to build social cohesion and resilience.

Public demand prompted the co-authors in March 2022 to begin implementing the project “Teaching in Wartime” (<https://www.youtube.com/watch?v=McAzZwBITjk>), volunteer projects, including the international one (“A Lesson for Children of Ukraine (During and After the War)”: <http://surl.li/bwrzw>). The result is the “Psychopedagogical Recommendations for Working with Children 6–11 Years Old (During and After the War)”: Issue 1, Issue 2: <http://surl.li/bwrzz> and a series of webinar trainings conducted in cooperation with “Fundacja Edu SEN” (Republic of Poland), Stowarzyszenie Klanza (Republic of Poland) (<http://surl.li/bwsad>).

The work programs of the production pedagogical practice in the Ukrainian language and literature in secondary and high schools under the Erasmus+Jean Monnet project Module "Europeanization of doctoral programs in the field of educational theory based on interdisciplinary and inclusive approaches", which was carried out by the Department of Ukrainian Language and Literature at the A.S. Makarenko Sumy State University in 2018-2021, also included issues of academic integrity, university-school cooperation, the foundations of inclusive education, the formation of "soft skills" of applicants regarding the development of critical thinking, readiness for self-education and self-improvement throughout life, interpersonal interaction skills in the educational environment, which are key in the Strategic Plan-Concept of the A.S. Makarenko Sumy State University.

The conducted research gives grounds to draw the following conclusions. 2022 has become a severe test for Ukrainian education. Faith in Ukraine and victory is strengthened if teachers of Ukrainian philology, who form the national-patriotic qualities of young citizens, have developed

stress resistance, analytical and critical thinking, and the foundations of a reading culture.

It was found that with the affirmation of the state-building, nation-building role of the Ukrainian language and linguistic stability, the mission of philological education is being rethought in wartime. European priorities and European experience are important for the renewal of Ukrainian philological education. The identified trends of European integration and the formation of European identity, a culture of safe behavior, multiculturalism, digitalization, and reading as a life strategy express the readiness of a philologist teacher for professional activity in conditions of uncertainty or non-standard situations of the educational process.

In organizing the educational process in Ukrainian higher education institutions, it is advisable to take into account such best practices and values of European experience as the preservation of the national language and the experience of national education; digitalization of the educational process, activation of international cooperation and academic mobility; cooperation with customers of educational services; interaction of education and science; teaching of professional disciplines in both the state language and a foreign language.

The results of PISA -2018, national reports on external assessment encourage teachers of higher pedagogical education institutions to search for effective tools in preparing future teachers for the formation of students' reading literacy. We consider professional and methodological training for the formation of students' reading literacy and language stability as a specially organized educational process, which is carried out taking into account personal, competency, activity, text-centric approaches.

Professional practice is defined as a cross-cutting component of the system of training future teachers of the Ukrainian language and literature at a pedagogical university. In wartime conditions, it is important to consider professional practice as an interdisciplinary educational process, carried out on the basis of partnership between higher pedagogical and general secondary education institutions, and research institutions, which allows for a deeper mastery of key competencies in teaching the Ukrainian language and literature, and contributes to the formation of value orientations and an individual style of professional activity.

Chapter 4

THE CONCEPT OF "TEACHING WORK" IN THE DIMENSIONS OF CROSS-CULTURAL DIALOGUE

The section describes the lexemes for denoting participants in the educational process, the concept of "teaching work" in the reflections of Ukrainian and Polish teachers: axiological context, professional development of a teacher-linguist in the dimensions of cross-cultural dialogue.²⁰³

4.1. Tokens for designating participants in the educational process

Let us characterize some lexemes of the thematic group "Participants of the educational process". philosophers V. Andrushchenko, V. Kremen, I. Zyazyun, Ukrainian and Polish teachers N. Nichkalo, S. Sysoeva, Z. Viatrovsky, T. Nowatsky), linguists (L. Matsko, I. Serebryanska) call the spiritual, developmental component an important condition of the modern educational process.

The priority condition of the modern educational process, V. Kremen rightly notes in the book "Unity for peace and development. Ukrainian-Polish partnership in the field of education and pedagogical sciences / Pojednanie dla pokoju i rozwoju. Partnerstwo ukraińsko-polskie w dodani edukacji i nauk pedagogicznych"²⁰⁴ is not to oppose the universal (global) and the national. Education should be aimed at connecting everything that is close to us in a concentrated way: family, regional, national, European. Education should also integrate all these areas into a specific plan for the peaceful development of our civilization.

We consider the characteristic of the Polish researcher A. Szoltysek to be an expression of V. Kremen's thesis about the developmental factor of the term educational process. The scientist emphasizes that "the educational process can be considered effectively

²⁰³ The work used: Семенов, О. М. (Ред.). (2022). *Текст у дослідницьких парадигмах: теорія і практика* [Колективна монографія]. Вид-во СумДПУ імені А. С. Макаренка; Семенов, О. М. (2019). *Концептосфера освіти в українському та польському дискурсах: міждисциплінарний підхід* (Ю. Громик, Наук. ред.). Видавництво СумДПУ імені А. С. Макаренка.

²⁰⁴ Кремень, В. (2019). Освіта як запорука миру: шлях до людини. У В. Г. Кремень, В. П. Коцур, Н. Г. Ничкало, Ф. Шльосек та ін. (Ред.), *Освіта для миру = Edukacja dla pokoju: Zбірник наукових праць* (Т. 1, с. 4–9). ТОВ «Юрка Любченка».

organized only when the formation of the spirituality of the individual takes place in harmony with his psychological abilities and ultimately provides independent thinking and the ability to know himself and the outside world".²⁰⁵

In the Law of Ukraine "On Higher Education"²⁰⁶ Several lexemes have been identified to denote participants in the educational process, among which the priority belongs to lexemes to denote pedagogical, scientific and pedagogical workers (in the usual sense - lecturers, teachers, pedagogues). The terms are characterized differently in educational discourse.

In dictionary and encyclopedic sources, the lexeme pedagogue is characterized as follows: a person engaged in teaching and educational activities, develops problems of pedagogy; teacher; educator; scientific worker/employee (scientist) who researches theoretical problems of pedagogy.

I. Serebryanska²⁰⁷ focuses attention on certain differences in the semantic structure of the words teacher and pedagogue: in the first - the emphasis is on the fact that a person can transfer knowledge from certain disciplines and beyond the classroom, class, educational institution, in the second - it is emphasized that a teacher must have professional training (we consider this thesis debatable). The common semantic component of both terms is the seme "educational activity".

In the "Dictionary of the Ukrainian Language" the lexeme teacher means a person who teaches, teaches some subject at school", is an authority in some field, influences others, transfers his experience, knowledge, serves as an example for them.²⁰⁸

The Polish dictionary offers the following description: "teacher" – "a person who teaches others", "professionally engaged in education – teaching, educating others; pedagogue".²⁰⁹ Розмежування учитель -

²⁰⁵ Szołtysek, A. E. (2003). *Filozofia pedagogiki: Podstawy edukacji: teoria, metodyka, praktyka* (s. 420–422). Esse..

²⁰⁶ Закон України «Про вищу освіту». (2014). *Відомості Верховної Ради України*, 37–38, ст. 2004. <http://zakon2.rada.gov.ua/laws/show/1556-18>

²⁰⁷ Серебрянская, І. М. (2018). *Освіта в Україні: спостереження крізь призму мовної картини світу (Монографія)*. Харків: Видавництво Іванченка І. С. С.345.

²⁰⁸ Український мовно-інформаційний фонд НАН України. (2016). *Словник української мови* (Томи 1–6) [Електронний ресурс]. <http://services.ulif.org.ua/expl/Entry/index?wordid=216374&page=1238>.

²⁰⁹ PWN. (n.d.). *Słownik języka polskiego* [Electronic resource]. <https://sjp.pwn.pl/sjp/nauczyciel;2487580.html>

педагог, яке запропонувала І.Серебрянська, не властиве польській традиції.

The Polish Teacher's Charter states that this position can only be obtained by a person who has a higher education with appropriate pedagogical training or has graduated from a pedagogical training institution and works in accordance with the qualifications obtained, adheres to basic moral principles and whose health meets the standards necessary for the performance of professional duties.²¹⁰

Teachers of both countries, as shown by the analysis of dictionaries of the Ukrainian and Polish languages, educational discourse V. Andrushchenko, V. Kremen, I. Zyzyun, Ukrainian and Polish teachers N. Nickhalo, S. Syssoeva, Z. Viatrovsky, are united by belonging to the European cultural tradition.

Analyzing the role of a teacher in Polish society, Polish researcher Z. Viatrovsky²¹¹ emphasizes that "teaching (...) as a type of profession has a significant impact on the consciousness of generations both in the intellectual aspect (creates opportunities for development) and in the spiritual (offers different systems of values as leading ideas of the life of the individual and society) ... What society is like, how it thinks, how it works, what it values, what it strives for and to what extent depends, and to a large extent, on the teacher."

N. Nickhalo²¹², characterizing the development of professional education in Ukraine and Poland in the context of globalization and integration processes and the integrative mission of the teacher of the 21st century, cites a quote from the Polish researcher B. Navroczynski. The famous humanitarian elevates the teacher to the level of a co-creator of the child's spiritual forces: "he who is himself a nobody will not creatively influence the development of youth. Youth ... willingly ... gives the management of his soul into the hands of such a teacher who is a personality."

V. Okon in the "New Pedagogical Dictionary" characterizes the lexeme teacher taking into account new trends and emphasizes the lexeme development: this is a person who transfers knowledge, teaches how to live

²¹⁰ Karta nauczyciela po zmianach z 6 grudnia 2007 r. (2008). Poznań: Oficyna Ekonomiczna Wydawnictwa.

²¹¹ Wiatrowski, Z. (2010). Praca człowieka – wątpliwości, nieporozumienia i realia. У J. Zimny & N. Nyczkało (Ред.), *Semper in Altum. Zawsze wzwyż* (с. 616). Katolicki Uniwersytet Lubelski Jana Pawła II.

²¹² Нічкало, Н. Г. (2014). *Розвиток професійної освіти в умовах глобалізаційних та інтеграційних процесів: Монографія*. Видавництво НПУ імені М. П. Драгоманова.

in society. A teacher teaches, educates and develops students (children, adolescents, adults) who are under his care. A teacher becomes such when he develops.²¹³

The same ideas were shared by I. Zyazyun, who argued that the teaching profession is the beginning of all professions. The conditions and means of education change, but the main purpose of the teacher remains unchanged - to teach a person to be a Person. ...the teacher embodies in himself the creator of the lesson, and the performer, and the director of the implementation of the creative idea to obtain the most significant result - deep knowledge by students.

In the Polish dictionary of synonyms²¹⁴ a wide range of synonyms for the lexeme teacher are offered, which highlight it as a separate concept sphere: a person who is devoted to a certain idea and proclaims it (agitator, apologist, activist, exponent, preacher, guru, harbinger, ideologist, distributor, representative, pioneer, popularizer, praetorian, propagandist, orator, sower, follower, fighter, champion, distributor, orator, follower); in the school context - a teacher; as a person who transmits knowledge (authority, tutor, mentor, leader, scientific supervisor, pedagogue, standard); as a respected teacher (expert, leader, master, mentor, coach); in the meaning that was used in ancient times (master, educator).

A polysemantic word is offered in the dictionary and in relation to performance in higher education: (associate professor, lecturer, academic teacher, presenter, one who conducts training, one who conducts classes, educator, lecturer, speaker, presenter, referent); a person who transfers knowledge to someone (coach, demonstrator, instructor, trainer); responsible for training (teacher-theorist, mentor, presenter, instructor, intern).²¹⁵

Considering the professional role of a modern teacher in Europe, Polish researcher B. Sitarska also notes in educational discourse such a synonym as a transformative intellectual.²¹⁶

²¹³ Okoń, W. (2007). Nowy słownik pedagogiczny. Warszawa: Wydawnictwo Akademickie Żak.

²¹⁴ Synonim.Net. (n.d.). Największy internetowy słownik synonimów. <https://synonim.net/synonim/nauczyciel>

²¹⁵ Szulc, A. (1984). *Podręczny słownik językoznawstwa stosowanego: dydaktyka języków obcych*. Państwowe Wydawnictwo Naukowe.

²¹⁶ Сітарська, Б. (2005). Теоретичні і методологічні засади дидактичних завдань з педагогіки у процесі підготовки та вдосконалення вчителів (Автореферат дис. на здобуття наук. ступеня док. пед. наук, спец. 13.00.04 «Теорія і методика професійної освіти»). Київський національний університет імені Тараса Шевченка.

This lexeme expresses the conceptual sphere of continuing education, in particular transformative adult learning, which is focused on changing the attitude of participants in the educational process towards themselves and the world around them.

Universal nomination I. Serebryanska²¹⁷, After analyzing a number of Ukrainian language and pedagogical dictionaries, the lexeme teacher is defined. Among the characteristics of a person: carries out teaching activities, gives lectures, conducts lessons in educational institutions. The researcher also gives synonyms: teacher, teacher, instructor, professor, mentor.

Let us supplement the lexeme teacher with a characteristic in pedagogical reference and encyclopedic sources: a teacher is a “specialist with the necessary higher professional and psychological pedagogical training, who carries out pedagogical, educational and organizational and methodological work in educational institutions of various levels of accreditation”.

In the “National Educational Glossary: Higher Education” instead of the term teacher, the term teaching staff (teaching staff) is introduced. The document notes that this is called “the staff of a higher educational institution/higher education institution, the main task of which is teaching”.²¹⁸

A thorough analysis of lexemes denoting pedagogical and scientific-pedagogical workers in Ukrainian and Polish normative and educational scientific sources was carried out by I. Androschuk.²¹⁹

The researcher notes that the following positions correspond to the positions of pedagogical and scientific-pedagogical workers in the Republic of Poland: didactic and scientific-didactic workers. Scientific-pedagogical /

²¹⁷ Серебрянська, І. М. (2018). Освіта в Україні: спостереження крізь призму мовної картини світу (Монографія). Харків: Видавництво Іванченка І. С. С.345.

²¹⁸ Захарченко, В. М., Калашнікова, С. А., Луговий, В. І., Ставицький, А. В., Рашкевич, Ю. М., Таланова, Ж. В., & Кременя, В. Г. (Ред.). (2014). *Національний освітній глосарій: вища освіта* (2-е вид., перероб. і доп.). Плянди.

²¹⁹ Андрощук, І. (2019). Професійний розвиток науково-педагогічних/дидактичних і педагогічних/дидактичних працівників закладів вищої освіти України і Республіки Польща в контексті освіти для миру. У В. Г. Кременя, В. П. Коцура, Н. Г. Ничкало, Ф. Шльосека та ін. (Ред.), *Освіта для миру = Edukacja dla pokoju: зб. наук. пр.* (Т. 2, с. 153–166). ТОВ «Юрка Любченка».

scientific-didactic workers have scientific degrees and academic titles, usually they are graduates of universities of the 80s of the 20th century; pedagogical / didactic workers are workers who have a master's degree (they are graduates of universities of the early 21st century) and have the right to work on dissertation research.

According to the Law of Ukraine "On Higher Education" (2014), employees of higher education institutions may hold positions of pedagogical, scientific-pedagogical and scientific workers and carry out educational, methodological, scientific (scientific-technical, artistic) and organizational activities at their main place of work. Pedagogical workers are persons who carry out educational, methodological and organizational activities at their main place of work in higher education institutions. Scientists are persons who, at their main place of work and in accordance with an employment agreement (contract), professionally carry out scientific, scientific-technical or scientific-organizational activities and have the appropriate qualifications, regardless of whether they have a scientific degree or academic title.²²⁰

According to the Law on Higher Education of the Republic of Poland,²²¹ university employees can hold the positions of scientific and didactic, didactic, scientific, certified librarians and certified documentation and scientific information workers, although there is no unambiguous connection between the degree or title and the position.

In the Ukrainian discourse of higher education institutions, the lexeme pedagogical worker can be used to denote a teacher and a methodologist, the lexeme scientific and pedagogical worker is realized in the following lexemes: trainee teacher, assistant, senior teacher, teacher, associate professor, professor. In the Polish discourse of higher education, lexemes are distinguished to denote didactic workers - instructor and lecturer, teacher and senior teacher; scientific and scientific and didactic workers - assistant, associate professor, visiting professor, extraordinary professor.²²²

²²⁰ Закон України «Про вищу освіту». (2014). *Відомості Верховної Ради, 2014, № 37–38, см. 2004.* <http://zakon2.rada.gov.ua/laws/show/1556-18>

²²¹ Ustawa z dnia 27 lipca 2005 roku. *Prawo o szkolnictwie wyższym.* <https://www.nauka.gov.pl> (дата звернення: 07.09.2019)

²²² Андрощук, І. (2019). Професійний розвиток науково-педагогічних/дидактичних і педагогічних/дидактичних працівників закладів вищої освіти України і Республіки Польща в контексті освіти для миру. У В. Г. Кременя, В. П. Коцура, Н. Г. Ничкало, Ф. Шльосека та ін. (Ред.), *Освіта для*

Terms of the educational industry and the development of the modern educational process are recorded in specialized dictionaries. O. Turkevich²²³ describes a number of terms of the methodology of teaching Ukrainian as a foreign language, which are still unestablished, are used singly and in various variant forms, often as a scrapped version from an English-language source, but denote concepts important for the teaching process and are actively used in professional discourse. The researcher rightly gives the following examples: Ukrainian pedagogical task (methodical task) – Polish *zadanie o charakterze «pedagogicznym»*; Ukrainian program, focused on teaching methods – Polish *program, ukierunkowany na metody nauczania*.

The difference in the educational systems of Ukraine and Poland, in the formation of teaching methods, principles of teaching, etc. has led to the fact that some Ukrainian terms do not have unambiguous variants in the Polish language. O. Turkevich gives an example of a group of terms with a core unit of at least: linguistic, lexical, grammatical, syntactic. In the methodology of teaching Ukrainian as a foreign language, the lexical minimum is the minimum set of lexical units that is necessary for learning in order to master the language at a certain level. In Polish professional discourse, the following correlated units function: *minimum językowe*, *minimum leksykalne (słownictwo minimum)*, *minimum struktur gramatycznych*, *minimum struktur syntaktycznych*; mainly, only the concept of *słownictwo minimum*, i.e. lexical minimum, functions actively.

As another example, O. Turkevych gives the lexical units textbook and manual. In Ukrainian linguistic didactics, a textbook is the main means of learning, which contains a systematic presentation of educational material in accordance with educational standards and programs, models the educational process, determines a system of educational actions based on a certain selected and organized language and speech material and a system of tasks. A manual is a teaching tool that models the educational process in accordance with a specific goal and contains comprehensive educational language and speech material and a system of tasks for teaching foreigners a certain aspect of the language or type of speech activity. In contrast, in Polish linguistic didactics, there is only one special unit - *podręcznik*.

миру = Edukacja dla pokoju: зб. наук. пр. (Т. 2, с. 153–166). ТОВ «Юрка Любченка».

²²³ Туркевич, О. (2014). Терміни української лінгводидактики на етапі гармонізації. *Вісник Нац. ун-ту «Львівська політехніка». Серія «Проблеми української термінології», 791, 32–35.*

Professional discourse is the subject of research carried out in resource centers for professional development of higher education institutions in Poland and Ukraine. Such a lexeme presents permanently operating centers of the information and educational environment at the department or faculty of the university, which allow ensuring relationships between the subjects of the educational process: lecturers, students, teachers, the community, and in the conditions of the trend towards the integration of educational, scientific, educational work, they contribute to the creation of a special creative atmosphere in the institution.

So, we come to the conclusion: the priority condition of the modern educational process is to interconnect the universal (global) and the national; education should be aimed at the formation of the spirituality of the individual, the ability to know oneself and the outside world. Among the key lexemes of the concept of education in Polish and Ukrainian educational and pedagogical discourses, the lexemes teacher, teacher, pedagogue, pedagogical worker / didactic worker, scientific and pedagogical worker / scientific and didactic worker are distinguished, which combine seven: “belonging to the national and European cultural tradition” (“What society is like, how it thinks, how it works, what it values, what it strives for and to what extent depends, and to a large extent, on the teacher” (Z. Viatrovsky); “Youth ... willingly ... gives the management of their soul into the hands of such a teacher who is a personality” (B. Navrochynsky), development, mentoring.

The difference in the educational systems of Ukraine and Poland, in the development of teaching methods, principles of learning, etc., necessitates a more detailed study of educational terminology.

4.2. The concept of "teaching work" in the reflections of Ukrainian and Polish teachers: axiological context²²⁴

Based on lexicographic sources, research reflections of famous Ukrainian and Polish teachers Ivan Paul II, Z. Viatrovsky, I. Zyazyun, N.

²²⁴ Ołena Semenog „Koncept „praca nauczycielska” w refleksjach nauczycieli ukraińskich i polskich: kontekst aksjologiczny. Edukacja zawodowa i ustawiczna: polsko-ukraiński rocznik naukowy / Професійна і неперервна освіта: польсько-український науковий щорічник / Академія спеціальної педагогіки ім. Марії Гжегожевської у Варшаві, Інститут педагогічної освіти і освіти дорослих НАПН України. – 2020. – nr. 5. – S.59-74. https://www.aps.edu.pl/media/3429578/ezu_5-2020_all.pdf

Nychkalo, T. Nowatsky, G. Skovoroda, we will outline the concept of "teaching work".

The concept of "work", as the analysis of lexicographic sources shows, has long been used with the meaning of "hard existence, torment, burdens, duty, difficulties, trouble, feat". Generalization of folklore and artistic works allows us to expand and deepen the implementation of the concept of "work", in particular, in the following semes: "work - difficulties, longing, worries, fatigue", "work - good, goodness", "work - health", "work - inspiration, beauty, inner beauty of a person, spiritual wealth, self-development of a person". In the study, we focus on the characteristics of the semes "work - inspiration, inner beauty of a person, spiritual wealth, self-development of a person".

Hard work is directly linked to material well-being. This is confirmed by the etymology of the lexeme "good", which means form, vessel, thing, tool, instrument, property.²²⁵

The production of basic necessities and jewelry contributed to the emergence of evaluative concepts of the beautiful, good, and noble.

It is precisely labor, despite all its difficulty, that people prefer to laziness, because "labor is good," and hard work is one of the main values that characterize a person in the everyday consciousness of all peoples. The basis of these values are the commandments of universal human values: love your relatives, do not leave your friend in trouble, self-improve the Mind, Body, and Soul.

Ukrainian and Polish proverbs also testify to the importance of labor in life:

- *Every job is easy if you are willing to do it;*
- *If there is a will, then it will pull you down the mountain, and if there is no will, then it will not rust from the mountain*²²⁶;
- *Bez ochoty niespore roboty Sama się robota w palcach robi, kiedy się z ochotą pracuj;*
- *Sama się robota w palcach robi, kiedy się z ochotą pracuje.*²²⁷

The definitions of labor offered by Polish scientists are sufficiently justified. We will give a generalized one based on the works of N. Nychkalo and I. Ziazyun. In particular, S. Klonovich characterizes any expedient human activity that occurs in a clear connection with the influence of environmental factors and satisfies arbitrary human needs, creates material

²²⁵ Інститут мовознавства ім. О.О. Потебні АН УРСР. (1982). *Етимологічний словник української мови* (Т. 1). Наук. думка.

²²⁶ Пазяк, М. М. (Упоряд.). (1989). *Прислів'я та приказки: Природа. Господарська діяльність людини*. Наук. думка.

²²⁷ Stefańska-Jokiel, K. (2006). *Przysłowia polskie*. Wyd. Europa.

and spiritual benefits, thereby ensuring an appropriate social and economic position.²²⁸

T. Nowatsky²²⁹ in the scientific and reference edition "Labor Lexicon" presents work as a certain form of human activity, which has an expedient nature and is implemented according to the adopted plan and final effect. The Polish scientist F. Znanetsky calls the working person a creative being, whose individuality consists in creating his own contribution to the cause partly under the influence of an innate drive and creative instinct, partly under the influence of society, which awakens in a person a sense of duty to work, awareness of the usefulness of work and love for work.

Natural man (farmer) and his "related" work, work to which a person has a natural inclination, talent, certain human abilities are described in the literary-philosophical-pedagogical works of G. Skovoroda.²³⁰

The ideal of society for G. Skovoroda was a society of workers who knew the joy of creative work: "...a bee is the emblem of a wise man, working in a related field".²³¹

The outstanding philosopher considered the process of labor as pleasure and a feeling of happiness regardless of its results. In the parable "The Grateful Herod," G. Skovoroda writes that nature is good, the wisest, it created everything and gives its creatures knowledge, models of behavior necessary for life. A teacher and a doctor are only assistants to nature, not its masters: "Any matter will work if it shows the way. Do not interfere with it, but if you can, remove obstacles and pave the way for it, indeed it will do everything cleanly and successfully. The ball will roll down by itself, just push away the stone standing on the obstacle. Do not teach it to roll, but only help. Do not teach an apple tree to bear apples, nature itself has already taught it."

G. Skovoroda considered the inner world, cordiality, and sincerity to be the subjective manifestation of human happiness. Such happiness can be achieved by following the dictates of one's inner nature through affinity in a certain type of free labor activity by vocation.

The idea of "respect for the child" is permeated by I. Drach's dramatic poem "Thought about a Teacher", in which the teacher appears

²²⁸ Wiatrowski, Z. (2010). Praca człowieka – wrażliwości, nieporozumienia i realia. У J. Zimny & N. Nyczkało (Ред.), *Semper in Altum. Zawsze wzwyż* (с. 613–615). Katolicki Uniwersytet Lubelski Jana Pawła II.

²²⁹ Новацький, Т. В. (2010). *Людська праця. Аналіз поняття* (Ю. Родик, Пер.). Літопис.

²³⁰ Сковорода, Г. (1995). *Пізнай в собі людину* (М. Кашуба, Пер.; В. Войнович, Пер. поезій). Світ.

²³¹ Сковорода, Г. (1973). *Повне зібрання творів* (Т. 1). Дніпро.

before the "court" of prominent educators of the world: J. Pestalozzi, G. Skovoroda, J. Korchak and A. Makarenko, because "everything in the world is from a child. And in a child is the end", that is, "adults, know: the sun is from children's souls".

Through the value dimensions of Love, Truth, Beauty, Goodness, Hope, Freedom, Justice, Solidarity, labor is considered in the book by T. Novatsky "Human Labor. Analysis of the Concept".²³² Through work, - the Polish teacher convinces, - a person learns the world, the truthfulness and effectiveness of the existence of which is confirmed by the results and achievements of human activity, among which are scientific and literary texts, paintings, songs, hymns, spiritual achievements.

It is work, - the scientist argues, that is the basis of creativity, the main means and prerequisite for self-improvement and self-realization of a person. For Tadeusz Nowacki, work resembles an entrance to a labyrinth, a labyrinth of knowledge, with signs of the conditions and contexts of this type of human activity.

The work of a teacher is "free", joyful, optimistic, according to T. Nowacki, receives its true purpose only when it serves not only as a source of existence, but also as a source of creative inspiration and pleasure.

N. Nichkalo²³³, Having thoroughly investigated the aspects of scientific research of such Polish scientists as T. Nowacki, Z. Viatrovsky, J. Karney, K. Charnetsky, he focuses the attention of the scientific community on the study of the work of a teacher. Such a teacher successfully masters the art of axiological interaction, influences the process of self-knowledge and self-development of young citizens of Ukraine as self-sufficient and successful in the national and global space. "The development of a nation is possible only with the presence of an educated, highly spiritual, intelligent, professional teaching staff, the credo of which is pedagogical skill,"

²³² *Людська праця. Аналіз поняття* (Ю. Родик, Пер.). Літопис. с. 163.

²³³ Ничкало, Н. (2010). Ідея суспільства знань і праці в наукових пошуках. *Теорія і практика управління соціальними системами*, 3, 22–28.

Ничкало, Н. Г. (2011). Педагогіка праці і професійна підготовка в системі педагогічних наук. У *Розвиток педагогічних наук в Україні і Польщі на початку XXI століття: зб. наук. пр.* (с. 142–152). НАПН України, Інститут педагогічної освіти і освіти дорослих НАПН України, Комітет педагогічних наук Польської академії наук.

Ничкало, Н. Г. (2010). Професійна педагогіка у контексті розвитку людського капіталу. *Режим доступу:* http://www.nbuv.gov.ua/portal/soc_gum/sitimm/2010_23/Profesiina_pedagogika_u_konteksti_rozvitku.pdf

Ничкало, Н. (2009). Філософія освіти і педагогіка праці в науковій діяльності професора Зигмунта Вятровського. *Педагогіка і психологія проф. освіти*, 1, 253–260.

emphasizes N. Nychkalo. It is in the process of achieving labor results that a person's personal and professional growth occurs, and the effectiveness of this process depends on the degree of versatility, productivity, and creative nature of a person's labor activity in various socio-economic spheres.

A review of scientific works allows us to draw the following conclusions.

G. Skovoroda considered the labor process as pleasure and a feeling of happiness regardless of its results. Such happiness can be achieved by following the dictates of one's inner nature through affinity in a certain type of free labor activity by vocation. Through the value dimensions of Love, Truth, Beauty, Goodness, Hope, Freedom, Justice, Solidarity, the work of a teacher is considered in the creative work of T. Nowatsky and Z. Viatrovsky.

Scientists prove that the work of a teacher is "free", joyful, optimistic, and receives its true purpose only when it serves as a source of creative inspiration. The generalization of publications and speeches by N. Nychkalo convincingly proves that the work of a teacher is a means of intellectual and creative potential, experience, and a sense of moral dignity of the individual.

4.3. "Teaching work" of a philologist teacher in the dimensions of cross-cultural dialogue

We will continue the consideration of the concept of "teaching work" by considering it in the dimensions of cross-cultural characteristics. Cross-culturality (from the English "intersection of cultures") is considered by scientists, in particular, as a complex scientific knowledge about the linguistic personality in the conditions of a multicultural world.

The mission of the teacher as a carrier of moral, ethical and aesthetic values of cross-cultural dialogue in a multi-ethnic and multilingual society is special. In the conditions of intensive integration processes and interethnic contacts, the educational community feels an acute need for teachers who are deeply aware of their national roots and respect the cultural traditions of other peoples, in the facilitative format of educational activities contribute to the upbringing of a citizen of the world with a planetary vision of tolerant coexistence.

In the report of the UNESCO international commission on global strategies for the development of education in the 21st century. It is noted that one of the most important functions of a modern school is to teach people to live together, to help them transform the existing interdependence of states and ethnic groups into conscious solidarity.

In the field of view of Ukrainians (I. Golubovska, P. Hrytsenko, V. Doroz, V. Zhaivoronok, V. Konobrodska, M. Kocherhan, V. Luchik, V. Manakin, O. Selivanova, V. Sklyarenko, N. Slukhai and others) various aspects of Slavic issues (the language situation in Slavic countries, Slavic rituals, Slavic literature) are presented, which contributes to the professional development of a teacher in the dimensions of cross-cultural dialogue.

A special role in cross-cultural dialogue belongs to linguistic experience, knowledge, feelings. "The study of world languages is a global history of thoughts and feelings of humanity" - the prominent German scientist V. von Humboldt. W. Humboldt's thesis about the identity of language and the "spirit of the people" underwent a significant transformation in the concept of the Ukrainian scientist O. Potebny. Agreeing that spirit is impossible without language, the Slavist and culturologist argued: "Having accepted ... spirit in the sense of conscious mental activity, which presupposes concepts that are formed only through the mediation of the word, we see that spirit is impossible without language, because it itself is formed with the help of language, and language in it is the first event in time".²³⁴

Potebnyan's concept is important for understanding the national nature of a polylingual and culturally-speaking individual, which is relevant for language education in Ukraine.

As the analysis of scientific sources shows, researchers consider the concept of language education as a "multifaceted process" of assimilation of linguistic knowledge by a culturally-speaking individual and the formation of skills and abilities for their practical application in "various conditions of social demand" and professional activity.²³⁵

It should be noted that in accordance with Article 7 of the Law of Ukraine "On Education" (2017)²³⁶, the state language is recognized as the language of education in educational institutions of Ukraine. "Knowledge of the state language is a factor of social cohesion and integration" - this thesis is one of the main ones in the text of the Parliamentary Assembly of the Council of Europe (2017). In the resolution of the Parliamentary Assembly of the Council of Europe, we highlight the following main theses: knowledge of the state language is a factor of social cohesion and integration.²³⁷

²³⁴ Потебня, О. (2001). Думка й мова. У *Антологія світової літературно-критичної думки ХХ ст.* (2-е вид., доп.) (с. 832). Літопис.

²³⁵ Єрмоленко, С. Я. (2007). *Мова і українознавчий світогляд* (с. 23). НДПУ.

²³⁶ Закон України «Про освіту». (2017). [Електронний ресурс]. Режим доступу: <http://zakon5.rada.gov.ua/laws/show/2145-19>

²³⁷ The new Ukrainian law on education: A major impediment to the teaching of

The Venice Commission, in its resolution of December 8, 2017, also emphasized that promoting the strengthening of the state language and its mandatory use for all citizens of Ukraine should be considered a legitimate goal of the state; the state language is a factor of unity and mutual understanding in society.

A number of laws have been adopted in Poland aimed at protecting the Polish language, and “surzhyk” is prohibited by law. Annual National Dictations have become systematic. 26 Polish-language channels in Warsaw alone meet the needs of the national information space and the development of the language culture of the population under the influence of global media culture. Government reports on the language situation in Poland are systematically reviewed.

All activities of the modern reformed Polish school are aimed at preparing citizens who are aware of “their belonging to the European community, with a European open and democratic mentality.” Instead of imparting encyclopedic academic knowledge to students, the primary emphasis is on the skills and abilities necessary for life and successful activity in a democratic state. Such measures significantly affect the professional development of a Polish language teacher as a competitive, independent, creative and open to cooperation teacher-researcher, who has a thorough general cultural, philological, psychological-pedagogical, methodological training.

One of the oldest universities in Poland - the University of Warsaw represents a new philosophy in Europe and the world.²³⁸

The basis of its activities is the unity of teaching and research, emphasis on dialogue and dialogic education, openness to new ideas and cooperation. The university promotes interdisciplinary programs, new teaching methods, information technologies, guarantees high professional training and continuing education.

The Faculty of Polish Studies, the Institutes of Polish Language and Polish Literature occupy an important place in the structure of the university²³⁹, which train Polish language teachers for work in primary schools, colleges, gymnasiums, lyceums, as well as publishing workers, philologists for the media. The traditions of Polish studies are respected at

national minorities' mother tongues. [Электронный ресурс]. Режим доступа: <http://assembly.coe.int>

²³⁸ Warsaw University. (2000). *Warsaw University Development Strategy and Proposed Organizational Changes for 2000-2009*. [Электронный ресурс]. Режим доступа: <http://www.uw.edu.pl/en.php>

²³⁹ Instytut Języka Polskiego. (2002). [Электронный ресурс]. Режим доступа: <http://www.ilp.uw.edu.pl/>

the Faculty of Philology and History of the University of Gdańsk, at the Institute of Polish Philology of the Pedagogical University in Rzeszów.²⁴⁰

An analysis of the curricula of philological courses convinces that higher education is concerned with the formation of a national-linguistic personality. Considerable attention is paid to the formation of linguistic, linguistic, cultural studies, research competencies, and the development of communication skills.

To obtain a bachelor's and master's degree, philological students are offered a wide range of courses in various fields of literature, language, philosophy, and cultural studies, including "Introduction to Historical Linguistics", "Beginnings of Slavic Languages and Cultures", "Current Issues in Descriptive Grammar", "Historical Grammar with Dialectology", "History of the Polish Language", "Language of Ancient Literature", "Problems of the Methodology of Diachronic Linguistics", "Grammar of Church Slavonic with Elements of Comparative Linguistics", "Sociolinguistics", "Practical Stylistics", "General Linguistics", "Linguistic Culture", "Text Linguistics".

The formation of language culture is provided by the courses "Language - Reading - Interpretation", "Analysis and Interpretation of Poetic Texts", "Practical Stylistics and Media Language", "Mass Information Culture", "Speech Culture", "Communication System", "Mass Media Language", "Rhetoric".

Of great importance is the systematic enrichment of vocabulary and stylistic means of speech, the ability to effectively improve one's speech experience in various situations; the study of the Polish language and literature as a means of aesthetic perfection and a source of spiritual enrichment; the study of the semantic content of a word, phrase, text of folklore, fiction, journalistic literature; conducting analytical studies in the field of onomastics, descriptive and historical dialectology, ethnolinguistics, children's language, literature and culture using etymological dictionaries and field materials, etc.

We analyze literary aspects and concepts in the context of European culture, study numerous folklore, artistic, scientific and journalistic texts, reflect the native land in literary works, and consider most topics through the prism of school teaching.

The course "Methodology of Teaching Polish Language and Literature in Schools of Various Types" focuses on the linguistic theory of

²⁴⁰ University of Rzeszów. *Philological Faculty*. [Электронный ресурс]. Режим доступа: http://www.rzeszow.pl/win/ucz_rze/wsp ; Uniwersytet Gdański. [Электронный ресурс]. Режим доступа: <http://www.fh.univ.gda.pl/>

reading, problems of teaching gifted children and children with special needs, didactics of Polish studies, the relationship between the Polish language and literature, and ways of teaching literature at school depending on the age characteristics of students. For analysis, students are offered texts - educational situations, summaries of non-traditional lessons, and practical advice on teaching literature at school.

The list of didactic subjects for Polish students includes the academic discipline "Language - Literature - Interpretation". The course examines, in particular, the following issues: methodology as an intermediate link between school and science, the place of school in culture, the purpose and objectives of the scientific Polish language in school, gymnasium and lyceum, features of textbooks and programs in Polish studies, designing lectures and developing notes, analysis and interpretation of poetic, epic works, attending lectures and discussing them, drama and theater at school.

In the professionogram of a teacher-philologist, an important place is given to knowledge of Slavic languages, Slavic literatures, information about Slavic scholars, which contributes to the formation of universal human values and national consciousness. One of the main tasks is to educate linguistic tolerance of a fan of the native and other languages, therefore we involve students in a discussion of a philosophical and cultural direction. The basis for the reasoning is, for example, the statement of the German linguist G. Gadamer: "When we talk about the primordality of the homeland, we include here, first of all, the language. ... in the native language, closeness to one's own flows, in it - customs, traditions and the familiar world... in the real dimension, the homeland is primarily a linguistic homeland".

By offering texts representing Slavic languages for comparative analysis, we consider them as a business card of the national identity of each people. The topics of the texts concern the history, literature, geography, and culture of Slavic peoples, and the content contributes to the knowledge of the world of the mentality of each people, the upbringing of feelings of citizenship, patriotism, forms research skills, the desire to master another language at least at an elementary level. For example, we suggest reading an excerpt from the poem "The Testament" by T. Shevchenko in different Slavic languages, finding common and distinctive language elements in different texts. Such tasks stimulate the development of intelligence, creative abilities, freedom of thought, the formation of the need to master the art of speech, determining one's role, place, and opportunities for self-realization in the world of communicating people. Attention to the consideration of original texts makes it possible to activate students'

activities in the "dialogue of cultures", helps not only to understand the work, but also to comprehend the features of the writer's national worldview.

It should be noted that the vocabulary reflects the life of the people, its linguistic richness, diversity, harmony, simplicity and clarity in pronunciation, imagery, picturesqueness, which is determined by the specifics of thinking, worldview and world perception. Up to ten thousand words of Proto-Slavic origin have been preserved in various Slavic languages.

In classes, for example, we focus on the following examples: the words child and young man are interconnected. It turns out that in the Indo-European language *orbh meant "small"; in the Ukrainian dialect - robya (as opposed to the Common Slavic term roba - "peasant woman, personally dependent on the feudal lord"). In the 14th-15th centuries. The etymological root *orbh contributed to the emergence of the derivative "parobok" in the meaning of "feudally dependent person, servant, court servant" (cf. in Polish parobek "hired"), and in the 16th - 18th centuries this word acquired another meaning - "unmarried man" (cf. in German erbe - "heir");. The Ukrainian word svar has the same sound in Bulgarian (свар), Serbian (свар), Slovenian (svât), Czech and Slovak (svat), Polish, Upper Sorbian (swat). The word comes from the pronominal stem svo, sve and is interpreted as "guest", "stranger", "by itself", "relative, friend".²⁴¹

The text material is directed to the search and explanation of the meanings of the vocabulary of Slavic languages (for example, the Ukrainian words varenyky, borscht, galushki), lexical borrowings (for example, from Polish - complaint, bed, mazurka, promise, kepszky, belyzna, misto; Bulgarian - glava, blagodat, voskresnuti, podvyg, sotvori; Czech - brama, fence, rechenki, časopis, etc.). Such borrowings are due to economic, political and cultural relations between Ukrainian and other Slavic languages.

Exercises that provide for the characterization of borrowings-Ukrainisms in Slavic languages are of cognitive importance: for example, in Polish - hreczka, hopak, koczerga, hodowac, in Upper Sorbian, Czech kozak languages.

In Ukrainian, Bulgarian languages, the word "thing" is "a certain thing, object"; in Polish "rzecz" - "thing, subject, matter" (Rzecz pospolita – general matter, republic, state).

²⁴¹ Русанівський, В. М. (Ред.). (1983). *Історія української мови. Лексика і фразеологія*. Наук. думка.

The term “time” in Polish, Czech, Upper Sorbian languages means “general concept of time”, in Bulgarian, Serbian, Croatian languages – “hour”, in Bulgarian the word hour means “year”.

Cross-cultural dialogue is expressed by phraseology. It is at the phraseological level that the national-cultural features of the language system are most clearly and uniquely manifested. When translating a paremiographic fund from one language to another, it is important to know the peculiarities of the mentality of each people. For example, we compare phraseological turns (for example, Ukrainian за царя Гороха, Polish За крола Cwiczka, Slovak за Kakana kral'a) according to etymological and phraseological dictionaries. The concepts denoted by phraseological units are perceived by speakers of different languages in the same way, but the images that underlie them are specific, because they express the ethnopsychology of the peoples.

When mastering the course of pedagogy, the so-called dialogues of pedagogical cultures of Slavic peoples based on the works of Janusz Korczak are important. The Polish writer, teacher, and doctor Janusz Korczak, together with two hundred of his pupils from the Orphanage, was taken to the concentration camp in Treblinka in 1942. He could not save the children, but he also “did not leave them in the face of death, just as he did not leave them in the face of life.” By the will of fate, since that same 1942, he had been carrying fragments of German lead bullet Vasyl Sukhomlynsky. The personality, activities, and books of the wonderful Polish teacher Janusz Korczak made a huge impression on the Ukrainian teacher. Acquaintance with the world of the Old Doctor (as Korczak was called in Poland) through his works, who gave himself to children until the end, prompted V. Sukhomlynsky to name his talented book "I Give My Heart to Children".

Chapter 5

NEW CONCEPTS IN UKRAINIAN AND POLISH EDUCATIONAL AND PEDAGOGICAL DISCOURSE

The section describes lexical innovations in educational and pedagogical discourse, the lexemes "academic lecture and academic teacher in the digital age", "resource center for professional development of teachers" taking into account the practices of "Artes Liberales", the School of Education, Warsaw and Jagiellonian Universities.²⁴²

5.1. Lexical innovations in educational and pedagogical discourse

Lexical innovations, neologisms, neoborrowings – these and other terms have flooded the educational space. O. Serbenska, for example, includes “neologisms, borrowings, as well as inclusions and entries into the language, caused by the redistribution of meanings in types and genres of speech” as innovations.²⁴³

I. Serebryanska offers the following explanations for the terms: lexical innovations - new derived words, or neologisms; new borrowings, or neoborrowings - new meanings of words that have arisen as a result of semantization; the terms lexical innovation, neologism are used as absolute synonyms.

The term innovation is also characterized as a lexeme, meaning:

- innovation, the latest change or invention (Dictionary of the Ukrainian Language, vol. III)²⁴⁴ ;

– a new formation in the language, currently the use of the word-concept is very widespread in the field of education and pedagogy (“Pedagogical Dictionary” edited by M.D. Yarmachenko)²⁴⁵ ;

²⁴² У роботі використано: Семенов, О. М. (Ред.). (2022). *Текст у дослідницьких парадигмах: теорія і практика* [Колективна монографія]. Вид-во СумДПУ імені А. С. Макаренка; Семенов, О. М. (2019). *Концептосфера освіти в українському та польському дискурсах: міждисциплінарний підхід* (Ю. Громик, Наук. ред.). Видавництво СумДПУ імені А. С. Макаренка.

²⁴³ Серебрянская, І. М. (2018). *Освіта в Україні: спостереження крізь призму мовної картини світу* [Монографія]. Видавництво Іванченка І. С.

²⁴⁴ Український мовно-інформаційний фонд НАН України. (2016). *Словник української мови (онлайн). Томи 1–6* [Електронний ресурс]. Режим доступу: <http://services.ulif.org.ua/expl/Entry/index?wordid=216374&page=1238>.

– the process of creating, introducing and distributing in educational practice new ideas, means, pedagogical and management technologies, as a result of which the indicators (levels) of achievements of structural components of education increase, the system transitions to a qualitatively different state. The word “innovation” has a complex meaning, since it consists of two forms: the idea itself and the process of its practical implementation. An important feature of innovative activity is its ability to influence the general level of professional activity of the teacher, to expand the innovative field of the educational environment in an educational institution, region (“Encyclopedia of Education” edited by V. Kremen).²⁴⁶

We will analyze the lexeme innovation based on the work of I. Konovalchuk²⁴⁷, who studied lexicographic sources. In the "Dictionary of the Ukrainian Language" everything new, progressive, introduced in any field of human activity is registered with its meaning²⁴⁸; in the "Ukrainian Pedagogical Dictionary" it is also used to denote the activities of teachers and educators aimed at improving the process of teaching and education, at its rationalization. Pedagogical innovation can be carried out in the form of the activities of experimental, pilot, and author's schools".²⁴⁹

In the Polish "New Pedagogical Dictionary", innovation is characterized as the activity of teachers and educators aimed at improving didactic and educational work by implementing their own rationalization ideas²⁵⁰; In the Polish "Pedagogical Encyclopedia of the 21st Century", innovation is defined as a new solution to programmatic, organizational or methodological tasks related to the dissemination or modification and implementation in schools and educational institutions of the goals and content of education, upbringing or care, which may concern one or more

²⁴⁵ Копиленко, Н. Б. (Підгот.), Ярмаченко, М. Д. (Відп. ред.) та ін. (2001). *Педагогічний словник* [Текст]. Педагогічна думка.

²⁴⁶ Енциклопедія освіти / [гол. ред. В. Г. Кремень ; Акад. пед. наук України]. – Київ : Юрінком Інтер, 2008. – 1040 с.

²⁴⁷ Коновальчук, І. І. (2016). Терміносистема базових понять педагогічної інноватики. В *Акмедосягнення науковців Житомирської науково-педагогічної школи: монографія* (за ред. О. А. Дубасенюк, с. 138-170). Вид-во ЖДУ ім. І. Франка.

²⁴⁸ Білодід, І. К. (Голова редкол.), та ін. (1970–1980). *Словник української мови: в 11 т.* Академія наук УРСР, Інститут мовознавства ім. О. Потебні.

²⁴⁹ Гончаренко, С. У. (1997). *Український педагогічний словник* (С. Головка, гол. ред.). Либідь.

²⁵⁰ Окоп, W. (2007). *Nowy słownik pedagogiczny*. Warszawa: Wydawnictwo Akademickie Żak.

academic disciplines or the improvement of the quality of school activities.²⁵¹

The newest concepts of the “educational society” recorded in dictionaries include the lexemes *kompetentny* – *kompetentny*, *miarodajny*, which mean experienced in a certain field; someone who has competence (authoritative, full-fledged in solving any issue). According to the “Universal Dictionary of the Polish Language”, “competence is a range of knowledge, skills and abilities, abilities, adequacy to tasks, taking into account three (knowledge, ability, attitude to...) or four (knowledge, ability, ability and attitude) elements that are part of its structure.”²⁵²

In accordance with the informational, activity, creative, developmental functions of the professional activity of a teacher-linguist, based on a cluster analysis of the professioniogram, the Framework Program of Updated Key Competencies for Lifelong Learning (2018), significant key competencies of a teacher-linguist have been identified: literacy (Literacy competence), language, speech competence (Languages competence), civic competence (Civic competence), cultural awareness and expression competence (Cultural awareness and expression competence).

Analysis of scientific sources in linguistics, pedagogy testifies to the development of the semantic structure of the concept of education: initially the emphasis was on the educational aspect (expressed in proverbs and sayings), later - on the educational and didactic aspects, today we observe a strengthening of the role of the social component. O. Taranenko on materials of the Ukrainian language of the late 20th - early 21st centuries. thoroughly describes the formation of a new system of social values and priorities of Ukrainian society, including education, reveals the main nominative-axiological trends in the development of the lexical-phraseological composition, the system of word-forming means and the arsenal of pragmatic-stylistic means of the Ukrainian language under the influence of linguistic globalization.²⁵³

Among the lexemes actualized in scientific works, we note the lexeme "European choice of education", which has become prominent in modern Ukrainian and Polish societies with the aim of "equaling world

²⁵¹ *EEncyklopedia pedagogiczna XXI wieku* (2004). T. 3. Wydawnictwo «Żak».

²⁵² ANNEX to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning. [Electronic resource] URL: <https://ec.europa.eu/education/sites/education/files/annexrecommendation-key-competences-lifelong-learning.pdf> Last accessed: 3.03.2019.

²⁵³ Тараненко, О. О. (2012–2014). Формування нової системи соціальних цінностей і пріоритетів українського суспільства (на матеріалі української мови кінця ХХ–початку ХХІ ст.). *Мовознавство*, 2012(3), 3–31; 2012(5), 13–40; 2012(6), 3–22; 2013(6), 3–26; 2014(1), 3–31; 2014(3), 3–33; 2014(5), 14–34.

standards" and has been reflected in a number of cognate words: European, European, European-style, Europeanism.

They gained popularity in the works of linguists (L. Matsko²⁵⁴, O. Taranenko) lexemes elite and elitist. Teachers and students are called the national elite of Ukraine, elite (elite) schools appear, fixed and proper names "Elite Lounge" (a club at the Kyiv City House of Scientists, which aims to widely discuss current problems of society, science, and culture). The personality of a Ukrainian scientist, and especially a teacher-philologist, - argues L. Matsko, - should first of all be distinguished by Ukrainian elitism. This is an active, tolerant personality, which is characterized by national flavor, normativity, stylistic individuality, clear verification of the selection of language means, inclusion in the European cultural context.

In Ukraine and Poland, the praxeological aspect of the concept sphere of education is being activated in scientific research, the main semes of which are success, efficiency, and productivity of work, which can be due to both globalization and mental characteristics of culture.

O.Taranenko²⁵⁵ describes the expansion, for example, of the semantic range of the word successful as a corresponding characteristic of actions, events and their results, as well as time periods that are "accompanied or completed by success that gives positive consequences" (to be successful is to be prestigious, in trend, to be in the mainstream). A noticeable actualization of the nominative-axiological complex "success" in the system of values of the linguistic society is also noted by Polish scientists A. Grobosiova, T. Kotarbinsky.

Under the influence of English. effective with a much broader structure of meanings than Ukrainian. effective, the lexeme develops a meaning close to the lexeme successful: effective manager, effective rector. O. Taranenko also proposes an evaluative rethinking of the lexemes career, careerist, which have lost the connotation of a certain disapproval and are now used in Ukrainian and Polish societies to denote respected people who have achieved success in life: successful career, brilliant career, etc.

The adjective creative also expresses the potential of use, in particular to denote certain properties of a person, his or her activity and the results of this activity (creative abilities, creative thinking, creative

²⁵⁴ Мацько, Л. І. (2009). *Українська мова в освітньому просторі* (Навч. посіб.). Вид-во НПУ ім. М. П. Драгоманова.

²⁵⁵ Тараненко, О. О. (2012–2014). Формування нової системи соціальних цінностей і пріоритетів українського суспільства (на матеріалі української мови кінця ХХ–початку ХХІ ст.). *Мовознавство*, 2012(3), 3–31; 2012(5), 13–40; 2012(6), 3–22; 2013(6), 3–26; 2014(1), 3–31; 2014(3), 3–33; 2014(5), 14–34.

potential, creative approach, creative idea, creative project, etc.). O. Taranenko explains the difference in the semantics of the lexemes creative / creative: creative / creative thinking, creative class). The Ukrainian word creative belongs to the sphere of spirituality, and the English creative is associated with use in the sphere of practical activity.

The Ukrainian and Polish discourses of the early 21st century include the thematic group of the concept "New Ukrainian School". The expected results of students' educational and cognitive activities are reflected in the components of key and subject competencies that must be formed in the learning process: cognitive (knowledge), praxeological (activity), which involves purposeful preparation for the implementation of successful, effective, optimal activities in order to achieve the expected result, axiological (value) (in the process of cooperation between the teacher and students during learning, new valuable products are created, the creative potential of the individual is developed), interactive (behavioral), which reflects the tactics and strategies of interaction of subjects in learning conditions. The implementation of strategic tasks largely depends on a motivated teacher, who is the organizer of successful, productive activities, a creative personality.

O. Taranenko²⁵⁶ characterizes and update of lexical units to denote the system of knowledge assessment in school when transferring it to a new 12-point system. In the speech of schoolchildren, teachers and parents, as evidenced by the media discourse, noun colloquial designations of these points appeared: in addition to the well-known ones, one is five, six is twelve gained popularity.

In the Ukrainian and Polish discourse of the second half of the 20th and the beginning of the 21st centuries, the thematic group of the concept sphere education is fully included, which already receives the status of its own concept sphere - continuous education/

kształstwo ustawiczne. Key lexemes of the concept sphere: knowledge society, educational capital, society that learns, społeczenia wiedzy, kapitał edukacyjny.

"Continuous education", "lifelong education", "adult education", "continuing education" - these and other compounds have flooded the educational landscape (the term - S. Terepyschy²⁵⁷), became important factors in the intellectual and creative life of society at the beginning of the

²⁵⁶ Тараненко, О. О. (2012–2014). Формування нової системи соціальних цінностей і пріоритетів українського суспільства (на матеріалі української мови кінця ХХ–початку ХХІ ст.). *Мовознавство*, 2012(3), 3–31; 2012(5), 13–40; 2012(6), 3–22; 2013(6), 3–26; 2014(1), 3–31; 2014(3), 3–33; 2014(5), 14–34.

²⁵⁷ Т Терепищій, С. О. (2016). *Сучасні освітні ландшафти*. Фенікс.

third millennium. "Education began to be perceived by states and peoples as the highest right and valuable treasure of Man²⁵⁸, and its "philosophical and pedagogical idea, argues I. Zyazyun, is the relentless purposeful assimilation of socio-cultural experience by a person".²⁵⁹ The thesis of J. Comenius that "our whole life is a personal school ..., it is a vocation; it is work" is being verified.

The educational community is increasingly focusing on the problem of the quality of continuous pedagogical education, considering it as a necessary condition for sustainable development, the growth of human capital, the main component of the national security of the state. The stronger and more perfect human capital (education, knowledge, qualifications, experience, health, motivation, labor productivity), the more opportunities for the development and self-development of the state and the individual.

The main features of quality education, notes S. Terepyschchy²⁶⁰, is primarily the development of the student's cognitive strategies and independent monitoring of their own progress. Quality education, according to V. Kremen²⁶¹, should form the need for continuous development and self-development of the individual by means of formal, non-formal and informal education.

In the "Encyclopedia of Education" the concept of "continuous education" is presented as a process that covers the entire life of a person and ensures the gradual development of the creative potential of the individual, the comprehensive enrichment of his spiritual world as a purposeful systematic cognitive activity for the development and improvement of knowledge, skills and abilities obtained in general and special institutions, as well as through self-education.²⁶²

The main provisions of lifelong education are reflected in UNESCO documents "Learning to Live", in adopted international conventions,

²⁵⁸ Філіпчук, Г. Г. (2014). *Націєтворчість освіти*. Зелена Буковина.

²⁵⁹ Зязюн, І. А. (2003). Філософські засади освіти: освітні і виховні парадигми, освітні технології, діалектика педагогічної дії. В *Педагогічна майстерність у закладах професійної освіти: монографія* (с. 13). Київ.

²⁶⁰ Терепищій, С. (н.д.). «Брак довіри породжує брак відповідальності» <http://sergii-terepyschchy.net/sergij-terepishij-brak-doviri-porodzhuye-brak-vidpovidalnosti/>

²⁶¹ Проблеми якості української освіти в контексті сучасних цивілізаційних змін / Доповідь Президента НАПН України В.Г. Кременя на Загальних зборах НАПН України 30 жовтня 2014 р.: [http : //www.mext.go.jp](http://www.mext.go.jp).

²⁶² Кремень, В. Г. (Гол. ред.). (2008). *Енциклопедія освіти*. Академія педагогічних наук України. Юрінком Інтер.

recommendations, and declarations (Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region²⁶³; Memorandum on Lifelong Learning (2018)²⁶⁴; World declaration on higher education for the twenty-first century: vision and action²⁶⁵; Workshop «Measurement of Human Security». Summary of Deliberations²⁶⁶; The Human Security Framework and National Human Development Reports: A Review of Experiences and Current Debates²⁶⁷).

In national educational spaces, glossaries²⁶⁸, scientific research is gradually introducing the international abbreviation "LLL" - lifelong learning, which means the possible movement of an individual through the labyrinths of educational paths in the modern civilized world, the terms "lifelong education", "adult education", "continuing education", etc., all of which are characterized by an emphasis on self-education, self-education, individualization of learning; interdisciplinary knowledge, the terms Lifelong learning and Lifelong education are used as absolute synonyms.

Researchers note the dynamics of international educational vocabulary, in particular social intelligence; cross-cultural competence; new media literacy; transdisciplinarity; design mindset; cognitive load management; virtual collaboration. The Ukrainian and Polish languages are

²⁶³ International Association of Universities. (n.d.). *Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region* [Електронний ресурс]. Режим доступу: http://www.iau-aiu.net/sites/all/files/Bucharest_Dec_0.pdf

²⁶⁴ Commission of the European Communities. (2018). *Memorandum on Lifelong Learning* [Електронний ресурс]. Brussels. Режим доступу: http://arhiv.acs.si/dokumenti/Memorandum_on_Lifelong_Learning.pdf

²⁶⁵ UNESCO. (1998, October 9). *World Declaration on Higher Education for the Twenty-First Century: Vision and Action* [Електронний ресурс]. Режим доступу: http://www.unesco.org/education/educprog/wche/declaration_eng.htm

²⁶⁶ Harvard University JFK School of Government. (2001, November 30). *Workshop «Measurement of Human Security». Summary of Deliberations* [Електронний ресурс]. Режим доступу: <http://www.humansecurity-chs.org/activities/outreach/measure.html>

²⁶⁷ Jolly, R., & Basu Ray, D. (Ред.). (2006). *The Human Security Framework and National Human Development Reports: A Review of Experiences and Current Debates* [NHDR Occasional Paper 5, Електронний ресурс]. UNDP. Режим доступу: <http://hdr.undp.org/en/content/human-security-framework-and-national-human-development-reports>

²⁶⁸ Захарченко, В. М., Калашнікова, С. А., Луговий, В. І., Ставицький, А. В., Рашкевич, Ю. М., & Таланова, Ж. В. (Уклад.); Кремень, В. Г. (Ред.). (2014). *Національний освітній глосарій: вища освіта* (2-ге вид., перероб. і доп.). Плеяди.

entering the international terms competency approach, academic mobility, credit, tutor, facilitator, coach (the word mentor is still more respected among educators. It is known that religious people assigned a significant role to a spiritual mentor. "No knowledge, even if high and noble, but only for me alone, will give me satisfaction," wrote L. Seneca), moderator, educational stakeholder, roadmap, portfolio, educational trajectory, student-centeredness..

In the context of reforming general secondary and higher education and establishing a personally oriented model of education, the need for professionally mobile teachers is becoming more urgent. In the dictionary of foreign words, the concept of "mobility" (from the Latin *mobilis*) is defined as "movability", the ability to move quickly, to act.²⁶⁹

Therefore, such specialists should be original individuals who are capable of an "innovative type of professional activity", quickly and successfully adapt to the complex conditions of professional reality, demonstrate a willingness to make responsible decisions, that is, they are professionally mobile.

A professionally mobile specialist is a competent specialist. In the project Tuning Europe²⁷⁰ General, integral, professional competencies important for professional mobility are identified: the ability to solve problems, to learn; the ability to work both independently and in a team; the ability to apply knowledge in practice; the ability to adapt to new situations, achieve success, generate new ideas (creativity), communicate with experts from other fields; the ability to criticize and self-criticize; information management skills; elementary computer skills; interpersonal skills and abilities; oral and written communication in the native language; the ability to interact (work in an interdisciplinary team) and make decisions.

Innovative processes in pedagogical and philological education, dynamic language changes, the urgent need to develop and implement effective approaches to the formation of cultural and linguistic personalities of students determine increased attention to new areas of linguistics, in particular communicative and cognitive linguistics, discourse theory, and linguistics of influence.

In the Ukrainian and Polish educational and pedagogical discourse, a number of new terms appear to denote new directions in pedagogy: alternative pedagogy, andragogy, ecological pedagogy, humanistic pedagogy, critical pedagogy, pedagogy of culture, media pedagogy,

²⁶⁹ *Сучасний словник іноземних слів.* (2007). Харків: ТОРСІНГ ПЛІУС. (*Modern Dictionary of Foreign Words*).

²⁷⁰ *Turning Education Structures in Europe.* (n.d.). Retrieved from <http://tuning.unideusto.org>

naturalistic pedagogy, pedagogy of care, personalistic pedagogy, pedagogy of postmodernism, pedagogy of labor, pedagogy of reforms, special pedagogy, social pedagogy, pedeutology, which the Polish scientist W. Okon seeks to reveal in a new pedagogical dictionary.²⁷¹

In the Ukrainian and Polish educational space, a number of terms popular in previous centuries or decades are also being updated, in particular the lexeme pedeutology (*pedeutologia*).²⁷²

The developer of Polish pedagogic thought is considered to be Grzegorz Piramowicz. The researcher wrote the first textbook on labor pedagogy, "The Duties of a Teacher," back in 1787. Currently, pedagogy, the science of the social role of a teacher, the meaning, content, and effectiveness of a teacher's work, his self-improvement, and professional training, notes Z. Wiatrowski, is included in the list of mandatory disciplines in all higher education institutions in Poland.²⁷³

Polish (T. Alexander, Z. Viatrovsky, V. Khorin, Ya. Macievsky) and Ukrainian scientists (L. Luk'yanova, N. Nichkalo, S. Sysoeva) consider pedeutology in the direction of a new science of adult education - andragogy. N. Nichkalo characterizes andragogy as a theory of teaching and upbringing of young people who are maturing, growing up, as well as various categories of adults.²⁷⁴

In the "Polish Pedagogical Encyclopedia"²⁷⁵ The following justification of the content of this definition is proposed: "the theory of education and upbringing of working youth and adults; this term is used interchangeably with the terms adult education and adult pedagogy". Researchers distinguish general andragogy; linguistic andragogy, school andragogy; health andragogy; labor andragogy; andragogy of leisure; at the time of substantiation of these terms in the Ukrainian pedagogical discourse.

An attempt to implement an interdisciplinary approach to science and learning are the terms *osvitologiya* and *edukologiya*, used to denote

²⁷¹ Okoń, W. (2007). Nowy słownik pedagogiczny. Warszawa: Wydawnictwo Akademickie Żak.

²⁷² *Encyklopedia pedagogiczna XXI wieku* (T. 3). (2004). Warszawa: Wydawnictwo Żak.

²⁷³ Wiatrowski, Z. (2010). Praca człowieka – wątpliwości, nieporozumienia i realia. В *Semper in Altum. Zawsze wzwyż* (ред. ks. Prof. Dr hab. Jan Zimny, Prof. Dr hab. Nella Nyczkało, с. 613–616). Katolicki Uniwersytet Lubelski Jana Pawła II.

²⁷⁴ Гончаренко, С. У. (Уклад.), Ничкало, Н. Г. (Ред.) та ін. (2000). *Професійна освіта: словник*. Вища школа.

²⁷⁵ *Encyklopedia pedagogiczna XXI wieku*. T. 3, Warszawa: Wydawnictwo «Żak», 2004. –1075с.

several sciences for studying the sphere of education, which characterize the European dimension of education (the linguistic implementation of the terms is proposed by I. Serebryanska²⁷⁶). The content of osvitology includes the philosophy of education, the history of education, the sociology of education, the cultural studies of education, educational law, educational policy, educational management, and the economics of education. The term osvitology functions both as a general term (to designate an integrated science) and as a proper name (the Ukrainian-Polish / Polish-Ukrainian edition "Osvitology"). In Poland, the English term edukology (from education - "education") is developing in parallel.²⁷⁷

Analysis of international documents and scientific works allows us to outline seven concepts of education at the beginning of the 21st century. , which have not yet been reflected in dictionaries: human development, accessibility, openness, interculturality, technological innovation, and to outline education as the main component of human capital and national security of the state.

The basis of human capital as an important strategic resource of the state is human security; experts define the key in the lexeme "human security" as "humanization of security" (Workshop "Measurement of Human Security". Summary of Deliberations); value priorities of a person and his interests (The Human Security Framework and National Human Development Reports: A Review of Experiences and Current Debates). At the personal level, these are the knowledge and skills that a person has acquired through training, practical experience; at the microeconomic level, the total qualification and professional abilities of the employee, his achievements in the effective organization of labor; at the macroeconomic level, N. Nichkalo notes, - education, professional training and retraining.²⁷⁸

The culture of quality of innovative national security of the state is largely ensured by academic culture (Polish: *kultura akademicka*), academic integrity. The term academic culture has fully entered the conceptual sphere of education to denote the culture of learning, social, moral responsibility for research results; the culture of tolerance that is formed in the cultural

²⁷⁶ Серебрянская, І. М. (2018). Освіта в Україні: спостереження крізь призму мовної картини світу (Монографія). Харків: Видавництво Іванченка І. С. С.345.

²⁷⁷ Окоп, W. (2007). *Nowy słownik pedagogiczny*. Warszawa: Wydawnictwo Akademickie Żak.

²⁷⁸ Нічкало, Н. Г. (2014). *Розвиток професійної освіти в умовах глобалізаційних та інтеграційних процесів: монографія*. Видавництво НПУ імені М. П. Драгоманова.

and educational space of the institution, the linguistic, ethical culture of scientific mentors and students.²⁷⁹

The lexeme academic culture is characterized by experts as the culture of the university.²⁸⁰

In modern socio-cultural conditions, the criteria for assessing the results of university activities include the construction of new models of its functioning in the national educational system (S. Kurbatov), the principles of cultural conformity, environmentalism, self-positioning, homeostatism (O. Smolinska), and the ability to train specialists who can respond quickly to the changing labor market.

Academic culture reflects the attitude to relationships, values, and ways of behavior that are common to everyone who works and studies at the university (for more details: Burquel Nadine. Conference Report «Future of the doctorate». European Commission. Directorate-General for Education and Culture. Riga, 28-29 May, 2015.²⁸¹

The values of academic culture (the role of academic ethos, culture and community, academic integrity in the teaching and learning processes, democratic and ethical governance and management, research based on academic integrity and social responsiveness) are formulated in the Bucharest Declaration on Ethical Values and Principles of Higher Education in Europe (2004).²⁸²

Academic integrity is a component of the Law of Ukraine "On Education" (2017) and is described in Article 48 as a set of principles and rules of conduct for participants in the educational process, aimed at forming an independent and responsible personality, capable of solving problems in accordance with the educational level in compliance with the norms of law and public morality. The moral and ethical requirements of a researcher include the following requirements: to adhere to universal norms

²⁷⁹ Семенов, О., & Вовк, М. (2016). *Академічна культура дослідника в освітньо-культурному просторі університету: монографія*. Вид-во СумДПУ імені А. С. Макаренка.

²⁸⁰ Loima, J. (2017). *Academic cultures and developing management in higher education* [Електронний ресурс]. Режим доступу: http://www.vink.helsinki.fi/files/Theoria_academic.html

²⁸¹ Burquel, N. (2015). *Conference Report «Future of the Doctorate»*. European Commission, Directorate-General for Education and Culture. Riga, 28–29 May. 33 p.

²⁸² International Association of Universities. (n.d.). *Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region* [Електронний ресурс]. Режим доступу: http://www.iau-aiu.net/sites/all/files/Bucharest_Dec_0.pdf

of morality; social responsibility for the results of their research to search for the truth without any concessions to the conjuncture. On March 24, 2017, the European Code of Conduct for Research Integrity was adopted.

Among the competencies of doctoral candidates important for writing and defending dissertations, in the National Qualifications Framework²⁸³ The focus is on professional ethics, universal skills of the researcher, in particular oral and written presentation of the results of one's own scientific research in Ukrainian, language competencies, and the use of modern information technologies in scientific activity.

The main ideas of the international document are taken into account when reading the course "Academic Culture of the Researcher" within the framework of PhD training. The purpose of the training course "Academic Culture of the Researcher: European and National Experience" is the formation of the values of academic culture, in particular the norms of academic integrity, linguistic and communicative competence of the academic leader, the system of knowledge on national and European practices of academic ethics, academic mentoring, and the culture of academic communication; cognitive and discursive skills of operational processing and modeling of academic texts of various genres, including using digital technologies; readiness to carry out effective dialogical communication in the process of presenting materials and research results, in particular, within the scientific community, in particular within the interdisciplinary and/or international expert environment based on subject-subject relations.

The content is based on the provisions on the priority of the humanistic paradigm, the idea of an anticipatory approach, the provisions of interdisciplinary, comparative, inclusive approaches. In particular, the provisions of the inclusive approach are implemented by using interactive methods of educational and extracurricular activities, involving young researchers in the activities of scientific laboratories, student scientific circles and problem groups.

The security approach is also important for our course. An expert group of the American Council on Foreign Relations (Council on Foreign Relations) studied the issue of education as a problem of national security and came to the conclusion that "military force is no longer a sufficient condition for guaranteeing the security of the state. National security is

²⁸³ Кабінет Міністрів України. (n.d.). *Про затвердження Порядку підготовки здобувачів вищої освіти ступеня доктора філософії та доктора наук у вищих навчальних закладах (наукових установах)* [Електронний ресурс]. Режим доступу: <http://www.kmu.gov.ua/control/uk/cardnpd?docid=248945529>

closely linked to human capital, and the strength or weakness of a country is determined by the state of its education system.”

Let’s comment on the individual components of the doctoral course.

The subject of analysis in the classes is the activities and documents of international organizations that define the priorities of academic integrity and ethical behavior in research, the requirements of academic values (academic freedom, openness, tolerance, solidarity and dialogue). Among such organizations are the International Center for Academic Integrity (<http://www.academicintegrity.org/icai/home.php>), the US Center for Academic Integrity, the International Association of Universities at UNESCO (http://www.iau-aiu.net/sites/all/files/Ethics_Guidelines_FinalDef_08.02.13.pdf), the European University Association (<http://www.eua.be/>), the Council of International Schools (<http://www.cois.org/>), the National Center for Universities and Business of the United Kingdom (http://www.ibe.org.uk/userassets/publicationdownloads/ibe_cihe_report_ethics_matters.pdf). Universities have centers and departments for academic security, issue “Code of Honor”, “Code of Student Conduct” (University Regulations), and have special pages of recommendations on plagiarism on official websites (Western Governors University, University of Massachusetts, Massachusetts Institute of Technology, Curtin University (Australia)).

The experience of forming the academic culture of young researchers in European universities according to the research-oriented model is summarized in the report of the League of European Research Universities (LERU). In particular, attention is focused on the technology of the research web journal (University College London, University College London, The Graduate School; <http://www.grad.ucl.ac.uk/>); the formation of competencies in effective academic writing; innovative management and leadership (K.U. Leuven University, the Netherlands; <https://www.kuleuven.be/personeel/competentieprofiel/index.htm>). We analyze the Ukrainian experience: sociological study “Academic Culture Ukrainian student body: main factors of formation and development” (2015), conducted by the East Ukrainian Foundation for Social Research together with the Institute of Social and Humanitarian Research of the V. N. Karazin Kharkiv National University (<http://www.univer.kharkov.ua/images/redactor/news/2015-07-17/2015.pdf>); The Project for Promoting Academic Integrity; Schools of Academic Writing, Centers for English-Language Academic Communication of the Ivan Franko National University of Lviv; Code of

Academic Integrity, Regulations on Academic Integrity and Ethics of Academic Relations of Sumy State University, Code of Honor of Employees and Students of the National Technical University of Ukraine “Kyiv Polytechnic Institute”; Center for Personality Development of the Ukrainian Catholic University in Lviv.

In conclusion, we agree with specialists T. Dobko and V. Turchynovsky: academic culture cannot be transferred or borrowed. As a rule, it is suffered at the cost of trial and error, at the cost of constant communication and self-reflection of the university community over itself and its project. It is not once and for all formed and stable, but requires constant renewal and nourishment. A recognizable academic culture is not only a calling card, but also a tangible competitive advantage of the university.

Generalization of the experience of international, European organizations, national experience gives grounds to characterize the academic culture of a researcher as an integrative formation of the personality, which consists of axiological, motivational-ethical, narrative-digital, linguistic-communicative, praxeological, behavioral-interactive components, each of which is characterized by a certain content and manifests itself in the culture of intellectual work, ethical culture, culture of academic reading and writing, academic communication, academic informatics, academic management, etc. The axiological, motivational and ethical components of academic culture encompass the moral and ethical values of the profession (professional duty, social responsibility, academic honor, respect for another person), the ethical principles of the researcher in carrying out academic communication on a subject-subject, humanistic basis. The narrative and digital component finds expression in the skills to operate information and communication technologies responsibly, taking into account ethical, social, cultural and legal norms; to logically build and present data using virtual platforms for creating graphic images, audio, video.

Praxeological and behavioral-interactive components characterize the degree of implementation of learned values, norms, and knowledge in situations of professional communication, encompass skills and abilities based on critical thinking, mastery of communication techniques, verbal and non-verbal (manner of speaking, gestures, facial expressions, pantomime) interaction, and are manifested, in particular, in academic literacy.²⁸⁴

²⁸⁴ Семенов, О. М., Семеніхіна, О. В., & Безуглий, Д. С. (2017). Формування академічної культури майбутніх педагогів-дослідників в умовах цифрового творчого середовища як наукова проблема. *Інформаційні технології і засоби*

The formation of the academic culture of the researcher in the conditions of the cultural and educational space of the university is described as a complex, multidimensional, step-by-step process of qualitative changes in the psychological sphere of the personality, which takes place taking into account the main provisions of the theory of activity, intercultural communication; the ideas of the humanistic, acmeological paradigm; the concept of continuous pedagogical education, the career concept of education, general didactic and specific principles, and is considered in the linguo-cultural, cognitive, creative and technological aspects.

The linguo-cultural aspect corresponds to the purpose of the scientific and research laboratory on academic culture of the Sumy State Pedagogical University named after A. S. Makarenko and characterizes the state of formation of structural and functional components and manifestations of the academic culture of the future teacher-researcher in the context of linguistic genealogy of scientific communication and the theory of linguistic personality. We consider through the following issues: scientific linguistic culture is a component of academic culture; text-genre approach to the formation of academic culture; architectonics of various genres of scientific discourse; academic communication: communicative strategies and tactics: means of cohesion and coherence; argumentation and persuasiveness (persuasiveness); visual rhetoric in oral and written communication; neo-rhetoric and scientific dialogue; neo-rhetoric and mediation of knowledge; professional variability of argumentation means.

We consider the cognitive aspect from the standpoint of cognitive science, theories of creativity, and provide a justification for the need to create such a creative environment for the formation of creative thinking of the future teacher-researcher, an integral component of which is the culture of intellectual work. The creative and technological aspect consists in creating an environment filled with multimedia content, where the leading role is played by means of cognitive visualization of knowledge.

To implement interdisciplinary aspects in the formation of the academic culture of researchers, we consider it appropriate to use the provisions of innovative approaches. In particular, the system-subject approach allows us to consider this process as systemically holistic and procedurally continuous, in the organic unity of the general, the specific, and the individual. The general level takes into account modern trends, domestic and foreign experience; the specific level reflects the specifics of

doctoral training of researchers, determined by the nature of educational and cognitive, scientific and research, social and managerial activities for the purpose of professional and academic mobility. The individual level involves the creation of effective acmeological incentives for professional and personal development, activation of self-realization mechanisms, and self-realization of the researcher through the introduction of modern pedagogical technologies. Taking into account the praxeological approach involves involving participants in effective dialogical communication in Ukrainian and foreign languages in the process of presenting materials and research results, in particular, within the international academic community.

The classes are also based on the provisions of the text-genre, cognitive-visual approaches, the essence of which is to master the cognitive-discursive skills, the skills of operational processing and modeling of academic texts of various genres by future researchers; the development of educational projects using digital technologies, and the narrative-digital approach, which allows applying the netnography method to identify and describe the availability of Internet services and resources that offer digital narratives and software for their creation.

The experience of reading the training course "Academic Culture of the Researcher: European and National Experience" under the Erasmus+ Jean Monnet module illuminates: classes built taking into account interdisciplinary, comparative, inclusive, and security approaches, emphasize the consideration of the components of the academic culture of the researcher, the linguocultural, cognitive, creative and technological aspects of the formation of the academic culture of young researchers, contribute to a competent analysis of educational phenomena that occur in Ukraine, in the European region, and in the world as a whole, to realize the need to adhere to the principles of academic integrity.

So, the analysis conducted allows us to draw the following conclusions. Lexical innovations, new works, and neoborrowings have flooded the educational space. The reason is that in accordance with socio-cultural contexts and globalization trends in world and European pedagogical practice, strategic tasks, functions, and the system of values of education are changing. Sociocultural contexts and globalization trends are reflected in linguistic units.

In Ukraine and Poland, scientific research is intensifying the praxeological aspect of the concept sphere of education, the main semantics of which are success, efficiency, and productivity of work, which can be caused by both globalization and mental characteristics of culture. The adjective creative also expresses its potential use, in particular to denote certain properties of a person, his or her activity and the results of this

activity (creative abilities, creative thinking, creative potential, creative approach, creative idea, creative project, etc.).

The concept sphere is enriched with the terms lifelong education, knowledge society, educational capital, learning society, international educational vocabulary (social intelligence); cross-cultural competence; new media literacy; transdisciplinarity; design mindset; cognitive load management; virtual collaboration.

International terms such as competency-based approach, academic mobility, credit, tutor, facilitator, coach, moderator, education stakeholder, roadmap, portfolio, educational trajectory, student-centeredness are entering the Ukrainian and Polish languages.

The names of disciplines popular in previous centuries or decades (pedeutology) or new ones are also being updated in the Ukrainian and Polish educational space. (andragogy, educational science, educology). The culture of quality of innovative national security of the state is largely ensured by academic culture, academic integrity. The term academic culture has fully entered the conceptual sphere of education to denote the culture of learning, the culture of tolerance, which is formed in the cultural and educational space of the institution, taking into account the linguistic and ethical culture of scientific mentors and students and expresses the cultural, conceptual, value-oriented phenomenon of education.

5.2. Development of academic partnership in the context of war realities based on ethical values²⁸⁵

Research ethics and integrity are the main issues of the 2022 European Research Area Seminar in Zurich. The Science Europe Association, together with the Swiss National Science Foundation (SNSF) and the Swiss State Secretariat for Education, Research and Innovation (SERI), initiated the scientific event as a platform for effective dialogue between researchers, policymakers and the public.

One of the key tools for effective dialogue, the development of the European Research Area and the implementation of the ERA policy program "Bringing Science to Citizens" for 2022-2024 is the focus on scientific excellence as a guiding principle for research evaluation and funding; supporting reliable interdisciplinary partnerships and recognizing the importance of international cooperation. The current socio-linguistic

²⁸⁵ Semenoh, O., & Bilichenko, O. (2023). Розвиток академічного партнерства в умовах воєнних реалій на засадах етичних цінностей Пізанського університету. *Естетика і етика педагогічної дії*, (27), 65–77. <https://doi.org/10.33989/2226-4051.2023.27.282102>

situation, a common socio-cultural and educational European space provide for international mobility of students and teachers.

The relevance of such dialogue, exchange of experience and partnership between universities at the international, national and regional levels has especially increased in the context of the military aggression of the Russian Federation against Ukraine. In the spring of 2022, the European Commission launched the European Research Area for Ukraine (ERA4Ukraine) portal to provide information and support services, as well as research support programs for Ukrainian scientists who have been forced to leave the country, at institutes and universities in Europe.²⁸⁶

Solid traditions of academic culture, corporate image, positive interpersonal and professional relationships are characteristic features of the academic environment of the Department of Philology, Literature and Linguistics of the University of Pisa. The experience of the Department is important for the philological community of higher pedagogical education institutions in Ukraine. The problem is that graduates of Ukrainian universities are often not ready for the development of intercultural communication. In the light of modern educational ideas and practices, the institution's focus on training specialists for the needs of international mobility and cooperation is important.

Experts characterize the European Research Era (ERA) as a system of innovative programs for the integration of scientific resources into the European space. The leading components of the ERA program of the European Research Area "Bringing Science Closer to Citizens" for 2022-2024 are research, education and innovation on the principles of academic freedom and institutional autonomy.

A. Sbrueva, based on numerous European documents, characterizes the features of the European Higher Education Area. This is a space where students, employees and graduates can freely move, learn, teach and conduct research. She indicates that the EHEA is based on trust, respect for the fundamental values of higher education and democracy and the rule of law, cooperation between state institutions, universities, students and teachers together with employers, higher education quality assurance

²⁸⁶ Semenoh, O., & Bilichenko, O. (2023). Розвиток академічного партнерства в умовах воєнних реалій на засадах етичних цінностей Пізанського університету. *Естетика і етика педагогічної дії*, (27), 65–77. <https://doi.org/10.33989/2226-4051.2023.27.282102>

agencies, international organizations and European institutions, respect for the diversity of cultures, languages and higher education systems.²⁸⁷

At the Summit of Education Ministers in Rome on November 19, 2020, it was emphasized that by 2030 is the aspiration of European countries to build an EHEA as inclusive (equal access to higher education and will receive full support in completing professional training), innovative (new and better coordinated methods and practices of learning, teaching and assessment, closely linked to research), interconnected (common frameworks and tools will activate international cooperation, knowledge exchange and mobility of staff and students) (Rome Ministerial Communiqué, 2020).

The European Research Area also includes Italy, the “cradle” of European universities. Dutch researcher E. de Weert (de Weert, 2004) noted that Italian universities are characterized by a harmonious combination of educational and scientific activities of the university (teacher).

Universities have created “Codes of Honor”, developed “Code of Ethics”, “Code of Recruitment of Academic Staff”, which cover the requirements and rules of academic honesty.

The University of Pisa, known in Europe for specialists in mathematics, physics, chemistry, Philology. These faculties of the University of Pisa are considered among the 150 best in the world. In 1581–1585, the outstanding researcher Galileo studied at the Faculty of Medicine, who, in parallel with medical treatises, mastered the philosophy of Aristotle, elementary mathematics, and the Ptolemaic system of the world.

According to the Academic Ranking of World Universities (ARWU) in 2014, the university took first place among Italian universities in the nomination for the formation of a moral and ethical image of a modern teacher and student of the European level.

Code of Ethics of the University of Pisa (Italy) (Codice enico della comunità uni versita Pisana), adopted on July 25, 2011. As G. Khoruzhy notes, the code defines the fundamental principles and values of the university community, the main areas of activity, in particular cultural and professional development, student formation, training, and the responsibility of certain bodies of the university board.²⁸⁸

Education and upbringing, embodied in the activities of the University of Pisa, currently form a system of values that helps to perceive

²⁸⁷ Сбруева, А. А. (2021). *Порівняльна педагогіка вищої школи: національний, європейський та глобальний контексти: навчальний посібник*. Суми: СумДПУ імені А. С. Макаренка.

²⁸⁸ Хоружий, Г. Ф. (2013). *Вища освіта: соціальна природа, структура і функції*. Полтава: Полтавський літератор.

different life situations and adequately respond to them, to be in the unifying sociolinguistic space of 2022.

The Department of Philology, Literature and Linguistics of the university includes up to 150 professors, research assistants and doctoral students. The department's courses are attended by more than 5,000 students of various levels of training, which is ten percent of all students studying at the University of Pisa.

The department combines the main areas of research conducted by professors both individually and in groups, research centers and laboratories. The scientific projects of the sections are innovative, combining the best results of classical philology and modern studies. The main goal of the research is the reconstruction and analytical study of linguistic and literary texts from antiquity to the present. An important component of research and teaching is instrumental language learning, carried out jointly with the staff of the University Language Center.

Didactics consists of ten training courses, including philology, literature and linguistics, aimed at the harmonious development of future philologists. The courses are successfully connected with ancient and noble research practiced by the humanitarian field in Tuscany.

The educational process is built on the principles of interdisciplinarity, quality of teaching and research, permeated with new models of research relations. In particular, due attention is paid to the formation of ethical rules of academic communication in the scientific and educational community.

Among the common types and forms of classes, we note problem lectures, seminars, symposiums-discussions, workshops, problem-oriented research colloquiums.

The Department of Philology, Literature and Linguistics pays considerable attention to improving scientific leadership through informal exchange of experience with colleagues. In support of Ukraine, the Department holds various events: meetings, seminars, conferences and offers reflections related to the topic of war in the context of literary and linguistic interpretation.

The modern sociolinguistic situation, the common sociocultural and educational European space provides for the mobility of students and teachers. The study of valuable practices of the Department of Philology, Literature and Linguistics of the University of Pisa (Italy) in the development of academic culture and ethics in philological research is the basis for the development of a culture of academic partnership of future philologists in Ukrainian universities in the conditions of war realities.

The experience of giving guest lectures according to the requirements of the University of Pisa is the basis for the didactic content of the working curriculum of the training course "Academic Culture of the Researcher: European and National Experience". We are guided by the principles of academic ethics, culture and community (academic ethos, culture and community), academic integrity in the teaching and learning processes (academic integrity in the teaching and learning processes), democratic and ethical leadership, which are defined in the declaration. (Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region).

Within the framework of the European Day of Languages, a visit-meeting "Sociolinguistic Situation: Ukrainian-European Context" was held in the course of Ukrainian Language Culture and Stylistics together with students of group 241 of the specialty 014 Secondary Education (Ukrainian Language and Literature), participants of the "Academic Culture of the Researcher" group of Sumy State Pedagogical University named after A.S. Makarenko, Video recording: <https://www.youtube.com/watch?v=YDDg3E64E4s&t=3s>

to popularize the values of cultural identity in the educational and scientific environment.

We focus on mastering the methods and technologies of understanding an academic text, searching for argumentation. The classes are based on the formation of analytical and interpretive, textual and genre skills, the ability to structure, isolate information from one or more scientific sources, and determine the relationship between the components of the content, structure, and linguistic design of texts.

The principles of research integrity are also taken into account in the preparation of master's students of the Secondary Education Program (Ukrainian Language and Literature, English Language) for production practice in wartime conditions (Guideline Conference <https://www.youtube.com/watch?v=Uba2j7INkcY&t=33s>) as a value paradigm of the European Research Area, the European Code of Conduct for Research Integrity (European Code of Conduct for Research Integrity, 2017), which includes the following postulates: reliability in ensuring the quality of scientific research; honesty in developing, performing, reviewing, reporting and publishing research in a transparent, honest manner; respect for colleagues, participants in the research process; responsibility for research from idea to publication, scientific leadership and mentoring, etc. The relevance of the ideas of the European Research Area - focus on scientific excellence as a guiding principle for evaluating research and funding; support for reliable interdisciplinary partnerships and recognition

of the importance of international cooperation such dialogue, exchange of experience and partnership between universities at the international, national and regional levels - especially intensified in the context of the military aggression of the Russian Federation against Ukraine.

The following are valuable practices for the development of academic culture and ethics of the University of Pisa: fundamental principles and values of the university community, cultural and professional development of participants in the educational process, student formation, respect for learning, teaching and assessment, closely linked to research, ethical rules of academic communication in the scientific and educational community, problem lectures, seminars, symposiums-discussions, workshops, problem-oriented research colloquiums.

We design the methodology for forming the academic culture of future teacher-researchers in Ukrainian pedagogical universities taking into account the valuable practices of the Department of Philology, Literature and Linguistics of the University of Pisa, which relate to the integration of the content of academic disciplines, the use of active, interactive and collaborative teaching methods and techniques; the development of research laboratories in academic communication. We are guided by the principles of academic ethics in the teaching and learning processes, which include the following postulates: reliability in ensuring the quality of scientific research; honesty in the development, implementation, review, and publication of research in a transparent manner; respect for participants in the research process; responsibility for research from idea to publication, scientific guidance and mentoring, etc.

5.3. The concept of a "teacher professional development resource center"

We will continue the consideration of the cultural and conceptual components of the concept of education in Ukrainian and Polish educational discourses on the basis of an interdisciplinary approach by characterizing the concept of "teacher professional development resource center".

The new educational reality, social demand for the quality of education, reading literacy, language and speech competence of schoolchildren, and the formation of key competencies of students are reflected in new lexemes, in particular in the concept of "teacher professional development resource center". This is how we define a permanent scientific and methodological advisory center at the faculty, which ensures effective communicative interaction between participants in

the educational process (teachers, students, teachers, high school students, institution administration), employers.

It should be noted that such a center operates at the Department of Ukrainian Language and Literature at the Sumy State Pedagogical University named after A.S. Makarenko in the implementation of the Ukrainian-Polish project *Innowacyjny uniwersytet i przywództwo. Faza IV: strategie komunikacji i relacji uniwersytet-szkoła /Innovative University and Leadership. Phase IV: Communication Strategies and Relations: University-School*. The project is supported by the Ministry of Science and Higher Education of the Republic of Poland, the Ministry of Education and Science of Ukraine.

The incentive for the creation of the center was an internship at the Faculty of "Artes Liberales" of the University of Warsaw and at the Jagiellonian University in 2018. Results of the external examination in Ukrainian language and literature (2018)²⁸⁹ showed: 65% of tested school graduates are unable to formulate their position skillfully, 71% are unable to argue. The oral skills of students' own statements were assessed as 0 or 1 point out of four possible, which indicates a generally low level of mastery of spelling, punctuation, lexical, grammatical and stylistic norms of the Ukrainian language. The results of the PISA 2018 study (Programme for International Student Assessment) also confirm: according to the indicator of reading competence (the ability to perceive, analyze, use and evaluate written text in order to achieve certain goals, expand one's knowledge and reading potential), students of Ukrainian schools under the age of fifteen scored an average of only 466 points out of 1000 possible.²⁹⁰

Therefore, secondary education institutions are in great need of teachers who carry out professional and methodological, research, educational and advisory, cultural and educational work with the aim of more effective functioning of the state language in various spheres of public life of the city and the region; ensure the formation and development of key competences of cultural and linguistic personalities of pupils / students as

²⁸⁹ Міністерство освіти і науки України. (2018). *Офіційний звіт про проведення в 2018 році зовнішнього незалежного оцінювання результатів навчання, здобутих на основі повної загальної середньої освіти. Том 1* [Електронний ресурс]. Режим доступу: http://testportal.gov.ua/wp-content/uploads/2018/08/ZVIT-ZNO_2018-Tom_1.pdf. Дата звернення: 2.03.2019.

²⁹⁰ Schleicher, A. (2018). *PISA 2018 Insights and Interpretations* [Електронний ресурс]. OECD. Режим доступу: <https://www.oecd.org/pisa/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf>. Дата звернення: 3.01.2020.

citizens of Ukraine on the basis of the values of pedagogy of partnership and academic integrity.

The Ukrainian-Polish project "Innovative University and Leadership" (coordinators: Prof. T. Finikov and Prof. R. Sucharski), which was implemented in November 2018 in Poland, is dedicated to communication strategies and relations: university - school. Master classes of doctors of sciences, professors J. Khoinska-Mika, J. Suecka-Zaionc, A. Pavlicki, G. Chetvertynska, P. Sadura, A. Luchynska, M. Yurevych, M. Swat-Pawlicki about school and university as a meeting of two cultures, "School of Education" as an effective resource for improving teachers' qualifications, tutoring, mentoring and post-tutoring lead to certain conclusions.

Let's outline some: "School is not a place for fun, but an environment for searches and discoveries"; "University is not a museum of scientific knowledge, but a laboratory where new discoveries are made"; the basis of university-school interaction should be based on systemic and praxeological approaches; promising areas of interaction include resource centers for the purpose of consultations, improving qualifications, and exchanging pedagogical experience.

The Resource Center for Professional Development of Teachers of Ukrainian Language and Literature, created at the Sumy State Pedagogical University named after A.S. Makarenko, is aimed at the needs of future teachers and working teachers in the formation and development of key competencies based on the values of partnership and mentoring pedagogy.

The purpose of the Center's activities is to provide educational, advisory, informational, didactic, and research support for improving the key competencies of teachers of literature (future and working) as mentors of youth, tutors, and facilitators; to promote the spread of the state language in various spheres of public life in the city of Sumy and the Sumy region.

The areas of activity correspond to the Laws of Ukraine "On Education" (2017), "On Higher Education" (2014), "On Professional Development of Employees" (2012), the key ideas of the Concept "New Ukrainian School" (2016), the Concept for the Development of Pedagogical Education (2018); Decree of the President of Ukraine "On urgent measures to strengthen the state status of the Ukrainian language and promote the creation of a single cultural space of Ukraine" (2018), regulatory documents of the Department of Education and Science of Sumy on the quality training of subjects of research education.

The program of the resource center's activities is based on the work of the Faculty of Artes Liberales (Dean - Dr. Hab. Robert A. Sukharsky), the Department of Ukrainian Studies of the Jagiellonian University (Head -

Prof. V. Mokry), Pedagogical Studios (Director - Dr. Hab. Ye. Lyatskovsky), the Vitkovsky Lyceum on academic and school didactics, the culture of working with scientific and educational texts, the culture of academic communication, mentoring and pedagogical partnership.

Important for the activity of the resource center are also national practices of the functioning of methodological services, methodological centers of education management, resource centers, in particular the educational activities of the resource center for the professional development of English teachers (coordinator - senior lecturer Golubkova N.L.) as a grant program "English Language Fellow Program" at the Faculty of Foreign and Slavic Philology of Sumy State University named after A. S. Makarenko.

To fulfill the tasks of the Center in the research and cultural and educational areas, the research laboratories "Academic Culture of the Researcher" and "Media Culture of the Teacher-Lyricist" work. The Center's web pages are functioning (<http://rctpd.sspu.edu.ua/>; <https://www.facebook.com/groups/738691996506908/>). The Center's web resources cover didactic tools: curricula for language and literary disciplines, master classes, e-manuals, articles, monographs on topical issues of professional and methodological training, the formation and development of key competencies. When creating and filling the web resources, the experience of online educational interactive platforms of informal postgraduate education in Ukraine ("Osvitoria", EdEra, Prometheus, communities of responsible teaching EdCamp Ukraine, online platforms of informal education Learn Lifelong.net).

The experience of the School of Education, "Artes Liberales", the course "Writing and Publishing Scientific Texts" of the University of Warsaw, Pedagogical Studies, the Department of Ukrainian Studies of the Jagiellonian University on the cooperation of school and academic didactics; the culture of academic and school text is the basis for the didactic content of the program and manual on the Ukrainian language developed by us for specialized teaching of 10th grade students.

Analysis of educational programs of Pavlo Tychyna Uman State Pedagogical University, Taras Shevchenko Chernihiv National Pedagogical University, Volodymyr Hnatyuk Ternopil National Pedagogical University, etc. and abroad (Poland, University of Warsaw; Bulgaria, Plovdiv University; Lithuania, Vilnius University, The English Studies program) contributed to the development of the educational and professional program 014 Secondary Education (Ukrainian Language and Literature. English Language) at the second (master's) level. We defined the uniqueness of the program in the formation of general and professional competencies in the

field of language and literature education, competencies in the basics of inclusive education and academic culture among applicants.

The function of the didactic toolkit is performed by the author's manuals on linguodidactics, culture of the scientific Ukrainian language, academic writing, as well as interdisciplinary modules prepared jointly with the departments of pedagogy, computer science, business technologies, medical and biological foundations of physical culture, and laboratories of inclusive education of the A.S. Makarenko Sumy State University of Physical Education. Expert assessments of the didactic toolkit were carried out by the winners, laureates and participants of the district and regional stages of the All-Ukrainian competition "Teacher of the Year" in the nomination "Ukrainian Language and Literature", teachers, and scientists.

Thus, the public demand for the formation of key competencies of students and continuous professional development of teachers of the Ukrainian language and literature, actualizes the need for communicative interaction between participants in the educational process of institutions of general secondary and higher pedagogical education, which can be implemented through the resource center. The activities of the resource center for the professional development of teachers of the Ukrainian language and literature, which operates within the framework of the Ukrainian-Polish project and promotes educational, educational-consultative, informational-didactic, research support for the improvement of key competencies of a teacher-linguist in an interdisciplinary educational environment at educational levels: bachelor's - master's degree of institutions of higher pedagogical education - postgraduate education based on the values of pedagogy of partnership and mentoring.

Among the directions of the center, we note the professional and methodological (focused on conducting interactive lectures, interdisciplinary trainings, master classes on current educational technologies in teaching), research (aimed at studying current issues of language and literature, educational technologies of personal and professional development, academic culture) and cultural and educational (organization and holding of professional competitions, festivals of creative lessons, exhibitions of teacher creativity, round tables, holding of information and educational work, school and student Olympiads, competitions, cognitive virtual excursions). Important for the implementation and dissemination of the results of the resource center's work is a virtual platform, which, through the Internet and network communication, allows future teachers and working teachers to improve their own professional level, contributes to the formation of key

competencies; the spread of the state language in various spheres of public life of the city of Sumy and the Sumy region.

FOR AUTHOR USE ONLY

Розділ 6

PRINCIPLES OF DIGITALIZATION IN PHILOLOGICAL EDUCATION AT HIGHER EDUCATION INSTITUTIONS IN POLAND AND UKRAINE

Based on the analysis and research conducted at the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine), key principles of digitalization in philological education were identified: integration of modern digital tools, accessibility and flexibility of learning, personalization of the educational process, development of digital literacy, interactivity and collaboration, continuous updating of knowledge, and protection of intellectual property rights²⁹¹.

6.1. Theoretical and Methodological Concept of the Term “Digitalization” in the Context of Higher Education

Education and training of future specialists for the modern globalized world are defined in international documents as an integral component of national security in every state²⁹².

Universities and other higher education institutions in Poland and Ukraine are actively integrating these technologies to not only achieve their educational and scientific goals but also to meet European trends and standards. Currently, students of philological faculties in Poland and Ukraine have access to numerous digital tools (from presentation creation programs like Canva and Microsoft PowerPoint to applications like ChatGPT), which make learning more interactive and effective.

These trends of digitalization and reading as a life strategy have highlighted the need to explore the application of key principles of digitalization in philological education in higher education institutions in Poland and Ukraine. To enhance the level of media culture and the use of

²⁹¹ The work used: Kapranov, Y. V., & Semenog, O. M. (2024). Principles of digitalization in philological education at higher education institutions in Poland and Ukraine. In *Philology and philological education in the digital transformation era: European dimensions, national context, intercultural communication* (pp. 33–90). Riga, Latvia: Baltija Publishing.

²⁹² Report of Commission of the European Communities. *Memorandum on Lifelong Learning*, 2018. Retrieved from: http://arhiv.acs.si/dokumenti/Memorandum_on_Lifelong_Learning.pdf.

digital tools, from 2020 to 2024, researchers from the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine) initiated a series of joint projects. These projects are increasingly spreading in the educational and pedagogical fields amidst modern challenges and, as analysis shows, contribute to the formation of information and digital competence among philology students in various institutions.

The issues of comparative analysis of higher philological education systems in Ukraine and European countries are the focus of A. Mitkina, A. Samelyuk, and N. Strelak²⁹³. Philological education in Ukraine under the conditions of war and global development challenges is the focus of scientific analysis by I. Berkeshchuk, O. Kuzmenko, and V. Lypch²⁹⁴.

The aim is to characterize the application of key principles of digitalization in philological education at higher education institutions in Poland and Ukraine.

To achieve the goal, general scientific methods of analysis, synthesis, comparison, and generalization were used. The descriptive method and analysis of dictionary definitions were applied in processing linguistic material. The comparative method allowed for the comparison of specific aspects of philological education in Ukraine and Poland; the interpretative-analytical method was used to study official and regulatory documents, scientific works, higher education standards, and educational-professional programs/work programs for philology training; the prognostic method was used to identify possibilities for the effective implementation of elements of European experience in the training of future philologists; presentation and generalization of the experience of cooperation between the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine).

Axiological Approach. An important role is assigned to the axiological approach. Polish researcher Kazimierz Denek²⁹⁵ emphasizes that for education and science, fundamental values include the values of

²⁹³ Стрелок, Н. В., Самелюк, А. В., & Мітькіна, Є. М. (2023). Відмінність і подібність систем вищої філологічної освіти України та європейських держав. *Академічні візії*, (18). вилучено із <https://academy-vision.org/index.php/av/article/view/220>

²⁹⁴ Липич, В. М., Кузьменко, О. Ю., & Беркешчук, І. С. (2023). Філологічна наука й освіта України в умовах війни та глобальних викликів розвитку. *Академічні візії*, (16). <https://academy-vision.org/index.php/av/article/view/152>

²⁹⁵ Denek, K. (2000). *Aksjologiczne aspekty edukacji szkolnej*. Torun: Wydawnictwo Adam Marszałek.

cognition and universal (human) values such as novelty, truth, creativity, responsibility, authenticity, dialogue, openness, and respect.

To analyze educational innovations, we also apply a linguopraxological approach, which is based on the principles of praxeology: quality, success, productivity, effectiveness, and efficiency.

I. Kozubtsov²⁹⁶ emphasizes the importance of the correct use of phrases involving the word “*digital*” and provides examples such as “education with the use of digital technologies,” “learning with the use of digital technologies,” and “competence in the use of digital learning technologies.”

In the report by specialists at the General Meeting of the National Academy of Pedagogical Sciences of Ukraine (2022), the concept of “digitalization” is presented as “the saturation of the physical world with electronic-digital devices, means, systems, and the establishment of electronic-communication information exchange between them, which effectively enables the integral interaction of the virtual and physical, thus creating a cyber-physical space.” Digital transformation of education (digitalization of education) is presented as an imperative of societal digitalization²⁹⁷.

Digitalization in higher education institutions (HEIs) is the process of integrating modern digital technologies into all aspects of the educational process. This involves the implementation of electronic resources, online courses, virtual laboratories, and other digital tools to enhance the quality of learning and expand access to educational resources. This process contributes to the transformation of traditional educational models to ensure their flexibility and adaptability to the needs of contemporary students²⁹⁸.

The main components of digitalization include: (A) *E-learning*: Utilizing online platforms to provide access to learning materials and

²⁹⁶ Козубцов, І. М. (2022). Цифрова культура, цифрова грамотність, цифрова компетентність як сучасні освітні феномени. У Розвиток професійної культури майбутніх фахівців: виклики, досвід, стратегії, перспективи: Збірник V Всеукраїнської науково-практичної конференції (Ірпінь, 24-25 листопада 2022 р.) (с. 153–156). ІПООД ім. І. Зязюна НАПН України.

²⁹⁷ Кремень, В. Г., Биков, В. Ю., Ляшенко, О. І., Литвинова, С. Г., Луговий, В. І., Мальований, Ю. І., Пінчук, О. П., & Топузов, О. М. (2022). Науково-методичне забезпечення цифровізації освіти України: стан, проблеми, перспективи. Наукова доповідь загальним зборам НАПН України «Науково-методичне забезпечення цифровізації освіти України: стан, проблеми, перспективи», 18-19 листопада 2022 р. *Вісник Національної академії педагогічних наук України*, 4(2), 1-49. <https://doi.org/10.37472/v.naes.2022.4223>

²⁹⁸ Stanford University. (2021). Copyright Protection: What it Is, How it Works. Retrieved from <https://fairuse.stanford.edu/overview/faqs/copyright-basics/>

facilitate distance learning (Garrison & Kanuka, 2004)²⁹⁹; (B) *Blended learning*: Combining traditional learning with online components to enhance the effectiveness of the educational process (Bernacki & Walkington, 2018)³⁰⁰; (C) *Massive Open Online Courses (MOOCs)*: Providing access to high-quality education for a wide audience around the world (Voogt & Roblin, 2012)³⁰¹.

As shown by our analysis of scientific sources and research conducted at the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine), the process of digitalization is associated with *the development of digital literacy*. Experts define this term as:

– a necessary skill for future specialists, the ability to effectively use digital technologies to search for, evaluate, and use information, as well as to communicate and collaborate in virtual environments (BMC Nursing, 2021; WIPO, 2016³⁰²);

– a set of skills required for the effective use of digital technologies to search, evaluate, create, and communicate information. It includes technical, cognitive, and socio-emotional components (Smart Learning Environments, 2021)³⁰³. Age, gender, family socioeconomic status, and parents' education level are key factors influencing students' digital literacy levels. A high level of digital literacy correlates with higher self-control, less technostress, and greater engagement in learning.

Different approaches are used to assess digital literacy, including the application of existing scales, combining various scales, and creating new scales. These methods help teachers and educational policymakers

²⁹⁹ Garrison, D. R., & Kanuka, H. (2004). Blended Learning: Uncovering Its Transformative Potential in Higher Education. *The Internet and Higher Education*, 7(2), 95-105.

³⁰⁰ . Bernacki, M. L., & Walkington, C. (2018). A systematic review of research on personalized learning. *Journal of Educational Psychology*, 110(6), 864-881. <https://doi.org/10.1037/edu0000300>

³⁰¹ . Voogt, J., & Roblin, N. P. (2012). A Comparative Analysis of International Frameworks for 21st Century Competences: Implications for National Curriculum Policies. *Journal of Curriculum Studies*, 44(3), 299-321.

³⁰² World Intellectual Property Organization (WIPO). (2016). Understanding Copyright and Related Rights. Retrieved from https://www.wipo.int/edocs/pubdocs/en/wipo_pub_909_2016.pdf

³⁰³ Hague, C., & Payton, S. (2021). A systematic review on digital literacy. *Smart Learning Environments*. Retrieved from <https://slejournal.springeropen.com/articles/10.1186/s40561-021-00158-0>.

develop strategies to enhance students' digital literacy (Smart Learning Environments, 2021)³⁰⁴.

In the educational spheres of Ukraine and Poland, the development of a *methodological concept of digitalization* in education continues, focusing on teaching methods and the use of digital tools that support these methods to enhance the effectiveness of the learning process. An important aspect is interactivity and collaboration between students and teachers, facilitated by the use of digital platforms and technologies (Zheng & Scavarelli, 2021)³⁰⁵.

Among *the teaching methods* receiving significant attention from educational process participants are: (A) Interactive Methods: Interactive lectures, virtual laboratories, and simulations (Borge et al., 2018³⁰⁶; Lee & Hannafin, 2016³⁰⁷); (B) Collaborative Technologies: Joint online projects and group assignments to develop communication and teamwork skills (Liu & Slater, 2020³⁰⁸; Castañeda & Selwyn, 2018³⁰⁹); (C) Personalized Learning: When instructors use adaptive learning systems and tailor educational content to the individual needs and knowledge levels of students (Bernacki & Walkington, 2018)³¹⁰.

³⁰⁴ Hague, C., & Payton, S. (2021). A systematic review on digital literacy. *Smart Learning Environments*. Retrieved from <https://slejournal.springeropen.com/articles/10.1186/s40561-021-00158-0>.

³⁰⁵ Zheng, R., & Scavarelli, A. (2021). Virtual reality and collaborative learning: A systematic literature review. *Frontiers in Education*. <https://doi.org/10.3389/educ.2021.624569>

³⁰⁶ Borge, M., & Johnson, J. (2018). Interaction in computer supported collaborative learning: An analysis of the implementation phase. *International Journal of Educational Technology in Higher Education*. <https://doi.org/10.1186/s41239-018-0096-9>

³⁰⁷ Lee, J., & Hannafin, M. J. (2016). A design framework for enhancing engagement in student-centered learning: Own it, learn it, and share it. *Educational Technology Research and Development*, 64(4), 707-734. <https://doi.org/10.1007/s11423-015-9422-5>

³⁰⁸ Liu, J., & Slater, M. (2020). Authenticity, interactivity, and collaboration in virtual reality games: Best practices and lessons learned. *Frontiers in Education*. <https://doi.org/10.3389/educ.2020.573716>

³⁰⁹ Castañeda, L., & Selwyn, N. (2018). Personalisation in educational technology: the absence of underlying pedagogies. *International Journal of Educational Technology in Higher Education*, 15, 3. <https://doi.org/10.1186/s41239-018-0087-0>

³¹⁰ Bernacki, M. L., & Walkington, C. (2018). A systematic review of research on personalized learning. *Journal of Educational Psychology*, 110(6), 864-881. <https://doi.org/10.1037/edu0000300>

To implement any of these methods, instructors need to utilize digital tools, among which the most commonly used are: (A) *Electronic Platforms*: For example, Moodle and Blackboard, which provide access to learning materials, assignments, and discussion forums (WIPO, 2016³¹¹; Dong et al., 2024³¹²); (B) *Multimedia Resources*: The use of video, audio, graphs, and other multimedia materials to enhance the perception and assimilation of information (Stanford University, 2021³¹³; Garrison & Kanuka, 2004³¹⁴); (C) *Virtual Reality (VR)*: Implementing VR technologies to create immersive learning environments where students can interact with 3D models and simulations (Liu & Slater, 2020³¹⁵; Zheng & Scavarelli, 2021³¹⁶).

Digitalization also involves the continuous updating of knowledge for both instructors and students, which is critically important in the context of rapid technological changes. This includes ongoing training in new technologies, teaching methods, and management of digital resources (UNESCO, 2017^{317, 318}).

Digitalization of education and science in higher education institutions ensures a more efficient, flexible, and accessible educational process and contributes to the development of digital literacy among future

³¹¹ World Intellectual Property Organization (WIPO). (2016). Understanding Copyright and Related Rights. Retrieved from https://www.wipo.int/edocs/pubdocs/en/wipo_pub_909_2016.pdf

³¹² . Dong, L., Hou, J. (J.), Huang, L., Liu, Y., & Zhang, J. (2024). Impacts of normative and hedonic motivations on continuous knowledge contribution in virtual community: The moderating effect of past contribution experience. *Information Technology & People*, 37(1), 502-520. <https://doi.org/10.1108/ITP-07-2022-0529>

³¹³ Stanford University. (2021). Copyright Protection: What it Is, How it Works. Retrieved from <https://fairuse.stanford.edu/overview/faqs/copyright-basics/>

³¹⁴ Garrison, D. R., & Kanuka, H. (2004). Blended Learning: Uncovering Its Transformative Potential in Higher Education. *The Internet and Higher Education*, 7(2), 95-105.

³¹⁵ Liu, J., & Slater, M. (2020). Authenticity, interactivity, and collaboration in virtual reality games: Best practices and lessons learned. *Frontiers in Education*. <https://doi.org/10.3389/educ.2020.573716>

³¹⁶ Zheng, R., & Scavarelli, A. (2021). Virtual reality and collaborative learning: A systematic literature review. *Frontiers in Education*. <https://doi.org/10.3389/educ.2021.624569>

³¹⁷ UNESCO. (2017). Continuous assessment for improved teaching and learning: A critical review to inform policy and practice. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000255511>

³¹⁸ UNESCO. (2017). Media and Information Literacy, a critical approach to literacy in the digital world. *UNESCO*. Retrieved from <https://www.unesco.org/en/media-and-information-literacy>.

philology specialists. It enables the creation of new forms of learning that meet the needs of students and instructors, support their continuous professional development, and facilitate their integration into the global educational space.

6.2. Regulatory Framework for the Digitalization of Education and Science: From the European Union Level to the Ukrainian Level

Currently, the digitalization of education and science is regulated by a number of documents and initiatives, which we will present in the triad 'EU level – Poland level – Ukraine level'.

EU Level

In the modern world, the digital transformation of education is a necessary condition for the development of effective and inclusive educational systems. The strategic priorities for digital education in the European Union are outlined in the *Digital Education Action Plan 2021-2027*³¹⁹, which includes two key aspects: (A) improving the educational process through digital technologies and (B) ensuring digital competencies for all participants in the educational process.

The COVID-19 pandemic revealed the need for rapid adaptation to digital technologies, which allowed for the continuation of education during lockdowns, stimulated the mass use of digital tools, and exposed significant gaps, particularly the uneven access to digital technologies among different segments of the population. Consequently, there has been an increased need to ensure high-quality and inclusive digital education, resulting in significant investments in digital infrastructure, professional training, and the creation of accessible digital content (DEAP, pp. 3-4³²⁰).

The primary direction of action, as stated in the documents, is the development of digital skills and literacy at all levels of education. It is assumed that this will help increase economic growth, innovation, and create a more equitable and sustainable society. Ensuring basic digital skills

³¹⁹ Digital Education Action Plan 2021-2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

³²⁰ Digital Education Action Plan 2021-2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

for all citizens is a key element of this strategy, as digital literacy has become essential for everyday life (DEAP, p. 9³²¹).

To support this transformation, the Action Plan envisages the use of EU tools such as the Erasmus, Horizon Europe, and Digital Europe programs to improve digital infrastructure, train teachers, and develop high-quality digital educational content (DEAP, pp. 10-11³²²). Additionally, the European Commission plans to develop guidelines for the successful digitalization of education, including measures to close gaps in connectivity and equipment, support educational institutions in adapting to digital technologies, and develop ethical guidelines for the use of artificial intelligence in education (Ibid.).

A key aspect of digital education is inclusivity, ensuring equal access to digital technologies for all participants in the educational process regardless of their socio-economic status or place of residence. This requires significant investments in digital infrastructure and professional development of teachers, which will create an inclusive educational environment for all (DEAP, p. 13³²³).

To support scientific activities, the document emphasizes the need to develop advanced digital skills and competencies through initiatives such as digital internships for students and teachers, and encouraging women's participation in STEM disciplines. This will help create a more inclusive and equitable environment in science and technology (DEAP, p. 14³²⁴).

Therefore, the use of modern digital technologies in education and science is necessary to create a high-quality, accessible, and inclusive educational ecosystem. This will enhance the EU's competitiveness on the global stage and ensure sustainable development of society in the digital age.

³²¹ Digital Education Action Plan 2021-2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

³²² Digital Education Action Plan 2021-2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

³²³ Digital Education Action Plan 2021-2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

³²⁴ Digital Education Action Plan 2021-2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

Poland Level

Digitalization of education is an important aspect of the development of modern society and economy. In Poland, this process is actively regulated through the Digital Competence Development Program (PRKC), approved by the Council of Ministers on February 21, 2023. The document outlines strategies and measures aimed at integrating digital technologies into educational processes, improving digital skills among the population, and ensuring equal access to digital resources.

Priority I: Development of Digital Education

This priority focuses on integrating digital technologies into the educational processes at all levels. The main measures include:

(A) Equipping educational institutions with modern computer equipment and high-speed internet, which ensures access to digital resources (pp. 62-71);

(B) Developing digital educational materials and platforms for online learning that meet modern educational standards (pp. 62-71);

(C) Training teachers to use the latest technologies in education, including training sessions and professional development courses (p. 71).

Priority II: Ensuring the Development of Digital Competencies for All Citizens

This priority aims to create conditions for the continuous development of digital skills among various population groups, including students, teachers, and the elderly. The main measures include:

(A) Supporting digital literacy programs for all age groups, particularly children, the elderly, and people with disabilities (pp. 78-83);

(B) Organizing online courses and providing access to digital resources for self-study (pp. 78-83);

(C) Promoting digital integration by reducing barriers to technology access for vulnerable groups (p. 83).

Priority III: Supporting Digital Competencies of Working Individuals

This priority focuses on improving digital skills among the working population, including public sector employees and entrepreneurs. The main measures include:

(A) Organizing training and seminars to teach workers the digital skills necessary for the modern labor market (pp. 87-94);

(B) Supporting small and medium-sized businesses in implementing digital technologies to enhance their competitiveness (p. 92);

(C) Collaborating with the business community to identify digital competency needs and develop relevant educational programs (p. 94).

Priority IV: Development of Advanced Digital Competencies

This priority focuses on supporting highly qualified specialists in the field of information technology. The main measures include:

(A) Supporting educational programs for the development of IT specialists, including artificial intelligence and big data processing (pp. 103-109);

(B) Stimulating innovation through scientific research and the implementation of the latest technologies in educational programs (p. 109);

(C) Providing access to advanced learning resources for students and teachers (p. 109).

Priority V: Strengthening the Management of Digital Competence Development

This priority involves coordinating the actions of various stakeholders in the process of developing digital competencies. The main measures include:

(A) Establishing a management and coordination system at the national level (pp. 109-112);

(B) Monitoring and evaluating the effectiveness of the measures outlined in the program (pp. 112-119);

(C) Ensuring stable funding for digital competence development programs (pp. 119-124).

The Digital Competence Development Program (PRKC) in Poland is a strategic document that defines key directions and measures for the digitalization of education. It covers all aspects of digital skill development, from the basic needs of students to specialized programs for IT professionals. The implementation of this program will contribute to the creation of a modern education system that meets the requirements of the digital economy and society.

Ukraine Level

In the modern world, the digitalization of education and science is critically important for national development. In Ukraine, this process is regulated by the "Concept of Digital Transformation of Education and Science for the Period Until 2026" (KCTON-2026), which outlines the main directions and goals that contribute to the modernization of the educational system in the digital age.

The current education and science system in Ukraine requires fundamental changes to align with global digital development trends. The COVID-19 pandemic has further emphasized the need for the development of digital technologies to ensure citizens' right to quality education under uncertain conditions. Consequently, digital competencies have become a basic need for every citizen, and the education system must ensure their

development for both students and educational and scientific staff (KCTON-2026, p. 1).

The concept identifies several key issues for successful digital transformation:

(A) Low level of digital competencies among educational process participants;

(B) Outdated content of educational programs in information and communication technologies (ICT);

(C) Lack of modern equipment and sufficient internet coverage in educational institutions;

(D) Insufficient quality of digital educational content;

(E) Bureaucratic processes in document management in educational institutions (KCTON-2026, p. 2).

To address these issues, the Concept outlines several strategic goals:

(A) Creating an accessible and modern digital educational environment by equipping educational institutions with necessary technology and broadband internet access;

(B) Developing digital competencies among education staff by incorporating this requirement into professional education standards and regular professional development;

(C) Updating educational content by revising ICT curricula and implementing distance learning courses;

(D) Optimizing and automating management processes through the introduction of electronic platforms for managing educational processes;

(E) Ensuring access to reliable data by creating a unified system for collecting and processing data in the field of education and science (KCTON-2026, pp. 3-4).

The measures to achieve these goals include:

(A) Providing educational institutions with computer equipment and software;

(B) Organizing regular professional development courses for educational staff;

(C) Updating educational programs to meet modern ICT requirements;

(D) Implementing interactive and distance learning platforms;

(E) Creating electronic systems for managing educational processes and accessing data (KCTON-2026, pp. 4-5).

The implementation of the Concept will contribute to:

(A) Improving the level of digital competencies among educational process participants;

(B) Creating a modern digital educational environment;
(C) Optimizing and automating management processes in the education and science system;

(D) Increasing the transparency and efficiency of using digital technologies in the educational process (KCTON-2026, pp. 5-6).

The funding for the implementation of the measures will come from the State Budget of Ukraine and other sources not prohibited by law. The expenditure amounts will be clarified annually, considering the capabilities of the state budget (KCTON-2026, p. 6).

This approach will ensure the effective use of digital technologies to improve the quality of education and science, increase the country's competitiveness, and adapt specialists, particularly in philology and philological education, to the modern challenges of the digital world.

6.3. Principles of Digitalization in Philological Education at Higher Education Institutions in Poland and Ukraine

An analysis of legislative, regulatory, and scientific sources from Poland and Ukraine provides grounds for considering the concept of "digitalization of philological education" as the process of integrating modern digital technologies into the educational process to enhance education quality, accessibility to learning materials, and the efficiency of the educational process. In both countries, this process has its characteristics shaped by national educational traditions, state programs, and infrastructure.

In Poland, the digitalization of philological education is actively developed through state initiatives and support from the European Union. One of the key programs is "Cyfrowa Szkoła" (Digital School), aimed at developing infrastructure and training teachers. Polish universities implement distance learning platforms such as Moodle and Blackboard, which allow students to access lectures, materials, and interactive sessions online. An important element is also the use of electronic libraries and databases that provide students with access to world-class scientific resources.

In Ukraine, the digitalization of philological education has significant achievements thanks to initiatives by the Ministry of Education and Science of Ukraine and international cooperation programs. In particular, Ukrainian universities actively use distance learning platforms such as Google Classroom and Zoom. Thanks to digital education projects, electronic textbooks and teaching aids have been developed and made available. Ukrainian higher education institutions are actively involved in European exchange programs such as Erasmus+, which promotes the

exchange of experience and the implementation of best digitalization practices.

In both countries, the digitalization of philological education enhances the accessibility of learning resources, the flexibility of the learning process, and the integration of students into the global educational space. However, challenges such as the need to improve the digital literacy of teachers and students, ensure high-quality technical infrastructure, and adapt traditional teaching methods to digital realities remain relevant.

Experience of Implementing Key Digitalization Principles in Selected Courses at the Bachelor's Level

University of Economics and Human Sciences in Warsaw (Poland)

– "A Philologist's Workshop: Modern Technologies and Career Paths"

Course Objectives:

The course aims to provide students with the knowledge and practical skills necessary for a successful career in philology. It focuses on developing professional competencies, familiarizing with modern tools and methods, and understanding challenges related to copyright and technological progress.

Course Tasks:

- Introduce the main directions for a philologist's career development, stages of education, and labor market analysis;
- Study issues related to copyright in the work of a philologist;
- Teach the use of tools for finding scholarly materials (Google Scholar, JSTOR, EBSCO);
- Master methodologies for searching various types of content and proper use of search engines;
- Solve linguistic and stylistic dilemmas using tools like Proz and Ngram Viewer;
- Familiarize with qualitative analysis methods in humanities and social sciences (content analysis, focus groups);
- Study challenges related to technological development, particularly machine translation;
- Master software used in philology, including office suites, CAT systems, and programs for processing audiovisual materials;
- Practical training in using CAT systems, translation memory programs, and document processing tools;
- Use specialized software for language and pronunciation analysis, including SIL packages, UCL Phonetics Department programs, and PRAAT;

- Train in creating audio and video materials (Audacity) and programs for creating documents and bibliographies (LaTeX, Zotero, Mendeley);
- Master tools for teaching translation studies (OmegaT) and online dictionaries (Freelang);
- Use language corpora (AntConc, Колокатор, Wmatrix) in research work.

A deep analysis of syllabi indicates that *digitalization of the educational process remains a key factor in training specialists*. In the field of philology, we observe adherence to digitalization principles, which we will attempt to formulate considering the latest trends in information technology and their impact on the educational and professional activities of philologists.

Principle 1: Integration of Modern Digital Tools

Using the latest software tools enhances the efficiency of the educational process (Boholano, 2017³²⁵; 2013; Voogt & Roblin, 2012³²⁶). This involves the implementation of tools such as computer-assisted translation (CAT) systems, text and language data analysis programs (e.g., PRAAT, AntConc), and online resources for finding scholarly publications (Google Scholar, JSTOR, EBSCO). Such integration familiarizes students with advanced technologies essential for their professional activities as philologists.

Principle 2: Accessibility and Flexibility of Learning

Digital technologies provide access to educational materials and tools anytime and anywhere, fostering flexibility in the learning process (Al-Azawei et al., 2017; Garrison & Kanuka, 2004³²⁷; Moore, 2013³²⁸; Seale, 2013³²⁹; West & Graham, 2007³³⁰). This allows students to manage

³²⁵ Boholano, H. B. (2017). Smart Social Networking: 21st Century Teaching and Learning Skills. *Research in Pedagogy*, 7(1), 21-29. <https://doi.org/10.17810/2015.45>.

³²⁶ . Voogt, J., & Roblin, N. P. (2012). A Comparative Analysis of International Frameworks for 21st Century Competences: Implications for National Curriculum Policies. *Journal of Curriculum Studies*, 44(3), 299-321.

³²⁷ Garrison, D. R., & Kanuka, H. (2004). Blended Learning: Uncovering Its Transformative Potential in Higher Education. *The Internet and Higher Education*, 7(2), 95-105.

³²⁸ Moore, M. G. (2013). *Handbook of Distance Education* (3rd ed.). New York: Routledge.

³²⁹ Seale, J. (2013). *E-learning and Disability in Higher Education: Accessibility Research and Practice*. New York: Routledge

their time and studies more effectively. The use of online platforms for distance learning and electronic libraries expands opportunities for gaining knowledge and increases overall educational accessibility.

Principle 3: Personalization of the Educational Process

Digital technologies enable the creation of individual learning trajectories that consider each student's needs and interests (Castañeda & Selwyn, 2018³³¹; Bernacki & Walkington, 2018³³²; Xie et al., 2019; Murphy & Mushayandebvu, 2020³³³; Lee & Hannafin, 2016³³⁴). This leads to deeper material comprehension and development of professional competencies. Personalized education adapts the learning process to students' individual abilities and learning paces.

Principle 4: Development of Digital Literacy

A key goal of the course is to teach students to use various digital tools and resources, thereby enhancing their overall digital competence and preparing them for the demands of the modern labor market (Krelova et al., 2021³³⁵; Prior et al., 2016³³⁶). Learning to use software for processing audio and video materials (Audacity), creating documents and bibliographies

³³⁰ West, R. E., & Graham, C. R. (2007). Benefits and Challenges of Blended Learning Environments: The Student Perspective. *The Internet and Higher Education*, 10(3), 179-188.

³³¹ Castañeda, L., & Selwyn, N. (2018). Personalisation in educational technology: the absence of underlying pedagogies. *International Journal of Educational Technology in Higher Education*, 15, 3. <https://doi.org/10.1186/s41239-018-0087-0>

³³² Bernacki, M. L., & Walkington, C. (2018). A systematic review of research on personalized learning. *Journal of Educational Psychology*, 110(6), 864-881. <https://doi.org/10.1037/edu0000300>

³³³ Murphy, R. F., & Mushayandebvu, M. F. (2020). Personalized learning in digital environments. *Computers & Education*, 152, 103877. <https://doi.org/10.1016/j.compedu.2020.103877>

³³⁴ Lee, J., & Hannafin, M. J. (2016). A design framework for enhancing engagement in student-centered learning: Own it, learn it, and share it. *Educational Technology Research and Development*, 64(4), 707-734. <https://doi.org/10.1007/s11423-015-9422-5>

³³⁵ Krelova, K. K., Berkova, K., Krpalek, P., & Kubisova, A. (2021). Attitudes of Czech college students toward digital literacy and their technical aids in times of COVID-19. *International Journal of Engineering Pedagogy (iJEP)*, 11(4), 130-147. <https://doi.org/10.3991/ijep.v11i4.21033>

³³⁶ Prior, D. D., Mazanov, J., Meacheam, D., Heaslip, G., & Hanson, J. (2016). Attitude, digital literacy and self efficacy: Flow-on effects for online learning behavior. *The Internet and Higher Education*, 29, 91-97. <https://doi.org/10.1016/j.iheduc.2016.01.001>

(LaTeX, Zotero, Mendeley), and other specialized programs provides comprehensive training for future philologists.

Principle 5: Interactivity and Collaboration

Using interactive platforms and tools for collaborative work actively engages students in the educational process and develops their communication skills (Zheng & Scavarelli, 2021³³⁷; Liu & Slater, 2020³³⁸; Lee & Wang, 2018³³⁹; Bernard et al., 2010³⁴⁰). Interactive teaching methods, including group projects and discussions, increase motivation and help students better understand the material.

Principle 6: Continuous Knowledge Update

Digital technologies ensure constant access to current information and new research through digital libraries and databases (Dong et al., 2024³⁴¹; UNESCO, 2017³⁴², ³⁴³). This allows students to stay informed about the latest trends and developments in philology, which is crucial for maintaining a high level of professional competence.

Principle 7: Protection of Copyright

The use of digital tools also ensures adherence to copyright laws. Students learn proper citation and the use of licensed materials, which is an

³³⁷ Zheng, R., & Scavarelli, A. (2021). Virtual reality and collaborative learning: A systematic literature review. *Frontiers in Education*. <https://doi.org/10.3389/educ.2021.624569>

³³⁸ Liu, J., & Slater, M. (2020). Authenticity, interactivity, and collaboration in virtual reality games: Best practices and lessons learned. *Frontiers in Education*. <https://doi.org/10.3389/educ.2020.573716>

³³⁹ Lee, M., & Wang, Y. (2018). The interactivity of video and collaboration for learning achievement, intrinsic motivation, cognitive load, and behavior patterns in a digital game-based learning environment. *Computers & Education*, *123*, 174-194. <https://doi.org/10.1016/j.compedu.2018.05.006>

³⁴⁰ Bernard, R. M., Abrami, P. C., & Lou, Y. (2010). Interaction in distance education and online learning: Using evidence and theory to improve practice. *Springer*. <https://doi.org/10.1007/978-1-4419-1534-0>

³⁴¹ . Dong, L., Hou, J. (J.), Huang, L., Liu, Y., & Zhang, J. (2024). Impacts of normative and hedonic motivations on continuous knowledge contribution in virtual community: The moderating effect of past contribution experience. *Information Technology & People*, *37*(1), 502-520. <https://doi.org/10.1108/ITP-07-2022-0529>

³⁴² UNESCO. (2017). Continuous assessment for improved teaching and learning: A critical review to inform policy and practice. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000255511>

³⁴³ UNESCO. (2017). Media and Information Literacy, a critical approach to literacy in the digital world. *UNESCO*. Retrieved from <https://www.unesco.org/en/media-and-information-literacy>.

important aspect of professional ethics for philologists (Stanford University, 2021³⁴⁴; WIPO, 2016³⁴⁵, 2021³⁴⁶).

Application of Digital Tools in Philological Education

A positive practice is the use of various computer programs by students to meet different professional needs according to the main linguistic levels, from phonological to syntactic. Below, we will discuss the main programs and examples of their application.

Example: Phonetic and Phonological Analysis Using PRAAT

One of the effective tools for conducting *phonetic and phonological analysis*, which has proven its efficacy among UEHS students, is PRAAT. This program allows students to analyze the acoustic characteristics of sounds, create spectrograms, visualize data, and more (see Figure 1). The work with this program involves several stages:

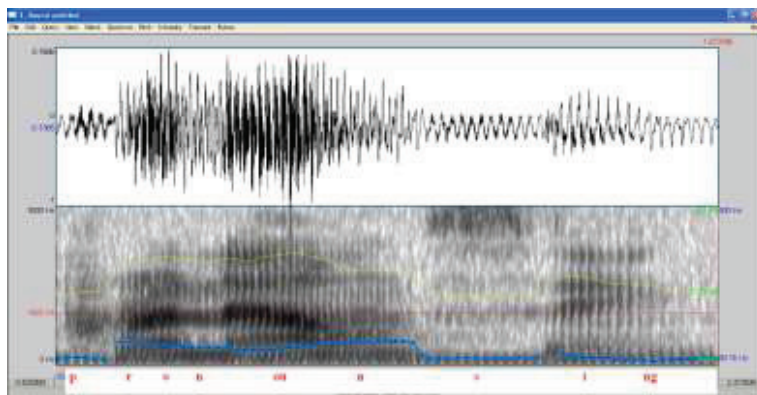
1. **Recording Speech Samples:** Students record speech samples for analysis, including words and phrases in English and Polish containing various phonemes.
2. **Uploading Audio Files:** Students upload the recorded audio files into PRAAT for analysis.
3. **Spectral Analysis:** Performing spectral analysis to visualize the acoustic characteristics of sounds.
4. **Adding Transcriptions and Annotations:** Students add transcriptions and other annotations for each sound fragment.
5. **Comparing Acoustic Characteristics:** Comparing the acoustic characteristics of sounds in English and Polish.

This practical approach not only helps students understand theoretical concepts but also equips them with hands-on skills necessary for professional work in philology.

³⁴⁴ Stanford University. (2021). Copyright Protection: What it Is, How it Works. Retrieved from <https://fairuse.stanford.edu/overview/faqs/copyright-basics/>

³⁴⁵ . World Intellectual Property Organization (WIPO). (2016). Understanding Copyright and Related Rights. Retrieved from https://www.wipo.int/edocs/pubdocs/en/wipo_pub_909_2016.pdf

³⁴⁶ . World Intellectual Property Organization (WIPO). (2021). Copyright Basics. Retrieved from <https://www.wipo.int/copyright/en/>



Pic. 1. PRAAT. Example of Pronouncing³⁴⁷

Students at the University of Economics and Human Sciences (UEHS) successfully applied digital tools to analyze phonetic and phonological aspects of English and Polish. This practical use of software such as PRAAT allowed them to delve into detailed acoustic analyses, demonstrating the software's efficacy in highlighting significant linguistic differences. In studying English, students focused on analyzing sounds such as short and long vowels. They examined the sound /i:/ in the word "beet" and the sound /ɪ/ in the word "bit." Spectrogram creation for each sound revealed differences in the formants F1 and F2, responsible for the height and position of the sound. Measurements of F1 and F2 values for /i:/ and /ɪ/ showed that /i:/ has a lower F1 and higher F2 compared to /ɪ/. For Polish, students analyzed nasal vowels, characteristic of the language. For instance, they studied the sounds /ɔ̃/ in "kał" and /ɛ̃/ in "meża." Spectrogram analysis showed the presence of nasal formants indicating nasal articulation, and measuring F1, F2, and nasal formants helped identify the specific acoustic characteristics of these nasal vowels.

The PRAAT analysis not only confirmed its effectiveness but also allowed students to uncover important phonetic and phonological differences between English and Polish. Spectral analysis and formant measurements provided precise acoustic characteristics for each sound. For example, students found that English short and long vowels have significant formant differences, while Polish nasal vowels exhibit distinct nasal formants unique to this group of sounds.

³⁴⁷ <https://upload.wikimedia.org/wikipedia/commons/3/30/Pronouncing.PNG>; Rjanag, CC BY-SA 3.0 <<https://creativecommons.org/licenses/by-sa/3.0/>>, via Wikimedia Commons

Using PRAAT significantly improved students' understanding of the acoustic characteristics of language sounds. This research demonstrated that PRAAT is an indispensable tool for linguistic analysis, helping to identify subtle phonetic differences between languages. Working with PRAAT also developed students' analytical skills and prepared them for further phonological research.

Students then focused on tools for conducting *morphological text analysis*. TreeTagger emerged as an effective tool, providing accurate part-of-speech tagging and morphological analysis of words. TreeTagger supports multiple languages, including English and Polish, making it a versatile tool for linguistic analysis. UEHS students followed three stages to effectively use TreeTagger in their educational process.

The first stage is working with TreeTagger, which consists of three steps: *in the first step*, it is necessary to download the program from the official website and install it on a local computer, as well as download the models for analyzing English and Polish languages; *in the second step*, students prepared text files containing texts for analysis (these were usually excerpts from literary works, scientific articles, or other sources); *in the third step*, TreeTagger was launched.

The second stage is the independent determination of morphological characteristics, meaning that initially, students must independently determine the morphological characteristics of the words in the given texts, allowing the instructor, as well as the students themselves, to gain a deeper understanding of the morphological analysis process and develop critical thinking and analysis skills.

Students were first provided with an English text for analysis: "*TreeTagger is a tool for annotating text with part-of-speech and lemma information*," in which they were required to give characteristics for each element, starting from "TreeTagger" and ending with "information." As a result, it was determined that *TreeTagger* – Noun (Proper Noun), *is* – Verb (Third person singular present), *a* – Determiner (Article), *tool* – Noun (Singular), *for* – Preposition, *annotating* – Verb (Gerund/Participle), *text* – Noun (Singular), *with* – Preposition, *part-of-speech* – Noun (Compound Noun), *and* – Conjunction, *lemma* – Noun (Singular), *information* – Noun (Singular).

The next text fragment was provided in Polish: "*TreeTagger jest narzędziem do anotacji tekstu z informacją o częściach mowy i lematach*," in which students gave the following characteristics: *TreeTagger* – Rzeczownik (Nazwija własna), *jest* – Czasownik (Trzecia osoba liczby pojedynczej czasu teraźniejszego), *narzędziem* – Rzeczownik (Instrumental singular), *do* – Przyimek (Genitive), *anotacji* – Rzeczownik (Genitive)

singular), *tekstu* – Rzeczownik (Genitive singular), *z* – Przyimek (Instrumental), *informacją* – Rzeczownik (Instrumental singular), *o* – Przyimek (Locative), *częściach* – Rzeczownik (Locative plural), *mowy* – Rzeczownik (Genitive singular), *i* – Spójnik, *lematach* – Rzeczownik (Locative plural).

The third stage is *the direct work with TreeTagger*, the main steps of which we will try to demonstrate using examples in English and Polish.

Subsequently, UEHS students needed to verify their results using TreeTagger. Initially, the work was conducted with the English text, and then with the Polish text.

Thus, the use of TreeTagger in the educational process allows students to gain valuable practical skills in morphological text analysis, enhance their digital literacy, and expand their knowledge of the structure of different languages. Integrating this tool into educational programs contributes to the preparation of specialists capable of effectively using modern technologies in their professional activities.

An innovative tool that enables lexico-semantic, syntactic, textual, and sometimes even discourse analysis is the **corpus manager AntConc** (see Fig. 4). We will try to demonstrate the work of UEHS students with this tool.



Fig. 4. Interface of the corpus manager AntConc³⁴⁸

³⁴⁸ <https://upload.wikimedia.org/wikipedia/commons/0/01/AntConc-ConcordanceView.png>; Jberkel, CC BY-SA 4.0 <<https://creativecommons.org/licenses/by-sa/4.0/>>, via Wikimedia Commons

Students began working with AntConc by selecting texts for analysis. To ensure diversity and comprehensive analysis, they chose texts from various genres, including legal documents, scientific articles, fiction, news materials, and others. This approach allowed them to study the linguistic features of different genres and conduct comparative analysis. After selecting the texts, students uploaded them to AntConc. The uploading process included preliminary text processing to ensure correct analysis: removing unnecessary characters, checking formatting, etc. The uploaded texts were stored as separate files grouped by genre, allowing for genre analysis and comparison.

One of the key stages of the work was identifying keywords for each genre. Students used AntConc's functionality to generate a list of frequent words and then manually selected those most characteristic of the respective genre. For example, for legal texts, the keywords were "contract," "obligation," "law," "act," while for fiction, they were "hero," "landscape," "emotion," "story."

Using the KeyWord List function, students created lists of keywords and analyzed their contextual usage in texts using the Concordance Tool. This allowed them to study not only the frequency of certain words but also their surrounding context, syntactic, and semantic connections. For example, in legal texts, the word "contract" often appeared with "conclusion," "parties," "duty," whereas in fiction, the word "hero" appeared with "feeling," "journey," "fate."

Applying AntConc allowed students to obtain significant results that reflected the specifics of language use in different genres. For instance, in legal texts, there was a high frequency of formal terms and specific constructions, reflecting the strictness and formality of this genre. In fiction, on the other hand, there was a high variability of vocabulary, with many descriptive and emotional elements.

The analysis of news texts showed that they have their own specificity, including the high frequency of current events, proper names, and geographical names. Scientific articles were characterized by a large amount of terminology and terms specific to certain scientific fields.

It should be noted that the syllabus includes Translation Memory programs, which are actively integrated into the educational process, allowing students to develop their translation competency skills (Adab, 2000³⁴⁹; Orozco, & Hurtado Albir, 2002³⁵⁰; Hurtado Albir, 2015³⁵¹;

³⁴⁹ Adab, B. (2000). Assessing Translation Competence. In C. Schäffner & B. Adab (Eds.), *Developing Translation Competence* (pp. 215-228). Amsterdam/Philadelphia: John Benjamins.

Göpferich, 2009³⁵²; Presas, 2012³⁵³). Let's focus on **SDL Trados Studio**, which has not only proven its effectiveness but also become popular among UEHS students. We will demonstrate the three stages of working with it.

The first stage – *working with SDL Trados Studio* – step one, consists of three steps: *in the first step*, a project is created, meaning students open SDL Trados Studio and create a new project, specifying the source and target languages, and uploading the file for translation; *in the second step*, a Translation Memory (TM) is created or connected, meaning students create a new translation memory or connect an existing one (thus TM stores all translated text segments, allowing them to be reused in future projects); *in the third step*, the text is translated, meaning students translate text segments one by one (each segment is saved in TM), and the program occasionally suggests possible translations from TM for identical or similar segments.

The second stage – *working with SDL Trados Studio* – step two, consists of three steps: *in the first step*, terminology management is used, meaning students add new terms to the glossary and use it to ensure consistency in terminology; *in the second step*, quality assurance is performed, meaning students conduct an automated quality assurance (QA) check to find and correct errors; *in the third step*, the translated text is exported in the desired format.

The third stage involves discussing the translations performed by both the machine and the students to identify translation transformations, which we will demonstrate using completed translations by UEHS students. The main focus will be on two language pairs: English-Polish and Polish-Ukrainian.

English *Global warming is one of the most pressing issues facing our planet today. It is caused by the increase in greenhouse gases in the atmosphere, primarily due to human activities.* – Polish *Globalne ocieplenie jest jednym z najpilniejszych problemów, przed którymi stoi nasza planeta*

³⁵⁰ Orozco, M., & Hurtado Albir, A. (2002). Measuring Translation Competence Acquisition. *Meta: Journal des traducteurs*, 47(3), 375-402.

³⁵¹ Hurtado Albir, A. (2015). The Acquisition of Translation Competence: Competences, Tasks, and Assessment in Translator Training. *Meta: Journal des traducteurs*, 60(2), 256-280

³⁵² Göpferich, S. (2009). Towards a Model of Translation Competence and its Acquisition: The Longitudinal Study TransComp. *Translation and Interpreting Studies*, 4(2), 9-37.

³⁵³ Presas, M. (2012). Translation Competence: A Complex and Multifaceted Phenomenon. *The Interpreter and Translator Trainer*, 6(1), 3-19

dzisiaj. Jest ono spowodowane wzrostem gazów cieplarnianych w atmosferze, głównie z powodu działalności człowieka.

In the given example, **grammatical transformations** can be observed: (A) *Syntactic structure of sentences*: In the English sentence "Global warming is one of the most pressing issues facing our planet today," the relative clause "facing our planet today" transforms into a relative clause in the Polish translation "przed którymi stoi nasza planeta dzisiaj." This change in syntactic structure aligns with the Polish style; (B) *Use of inverted word order*: In the sentence "Jest ono spowodowane wzrostem gazów cieplarnianych w atmosferze, głównie z powodu działalności człowieka," there is an inversion where the Polish sentence starts with the verb "jest" (is) and the pronoun "ono" (it), whereas the English sentence starts with the pronoun "It" and the verb "is caused."

Additionally, **lexical transformations** can be observed, including: (A) *Equivalents of lexical units*: The English "global warming" is translated as "globalne ocieplenie," which is a direct lexical match where both terms are equivalents in both languages; (B) *Use of synonyms and specification*: The English phrase "the increase in greenhouse gases" is translated as "wzrostem gazów cieplarnianych," where "increase" is translated as "wzrostem," a more precise synonym in this context; "primarily due to human activities" is translated as "głównie z powodu działalności człowieka," where "primarily" is translated as "głównie" (mainly), and "human activities" is specified as "działalności człowieka."

Students manage to make a preliminary conclusion that if grammatical transformations were carried out to ensure grammatical and syntactic correctness and naturalness of the translation in Polish, using relative clauses and word inversion reflects the structure of Polish sentences, which differ from English, then lexical transformations include the use of precise synonyms and term specification to ensure clarity and accuracy of the translation. This allows conveying the same meaning using more precise or established terms in Polish, making the text more comprehensible to the Polish reader. Such transformations are necessary to maintain the semantic load, stylistic consistency, and grammatical correctness of the translation, ultimately ensuring a high-quality and clear translation from English to Polish.

Polish *Polska jest krajem o bogatej historii i kulturze. Jest znana z pięknych krajobrazów, zabytków oraz gościnności mieszkańców.* – English *Poland is a country with a rich history and culture. It is known for its beautiful landscapes, monuments, and the hospitality of its inhabitants.*

First, let's focus on **grammatical transformations**: (A) *sentence structure*: the Polish sentence "Polska jest krajem o bogatej historii i

kulturze" is translated as "Poland is a country with a rich history and culture," where the syntactic structure of the sentence is preserved since both languages use a direct word order in simple sentences; (B) *use of articles*: the English translation includes the definite article "a" before "country," which is a mandatory grammatical requirement in English, whereas Polish lacks articles, so this element is added during translation.

Among the **lexical transformations**, students were able to observe the following: (A) *equivalents of lexical units*, where the Polish word "Polska" is translated as "Poland," which is a direct lexical match, and the phrase "bogatej historii i kulturze" is translated as "a rich history and culture," where "bogatej" (rich) becomes "rich," which is an exact match; (B) *use of synonyms and alignment*: the Polish "znana z pięknych krajobrazów, zabytków oraz gościnności mieszkańców" is translated as "known for its beautiful landscapes, monuments, and the hospitality of its inhabitants," in this case: "znana z" (known for) is translated as "known for," which is a direct match; "pięknych krajobrazów" is translated as "beautiful landscapes," where "pięknych" (beautiful) is translated as "beautiful;" "zabytków" is translated as "monuments," which is an exact lexical match; "gościnności mieszkańców" is translated as "the hospitality of its inhabitants." In this case, "gościnności" (hospitality) is translated as "hospitality," and "mieszkańców" (inhabitants) is translated as "inhabitants." Adding the pronoun "its" before "inhabitants" is necessary to align the English sentence.

From the example of the Polish-English language pair, students can conclude the following. Grammatical transformations were made to adhere to the grammatical rules of the English language. Adding the article "a" before "country" reflects the requirements of English grammar regarding the use of definite articles, which are absent in Polish. Lexical transformations include the use of precise synonyms and term alignment to ensure clarity and accuracy in translation. Adding the pronoun "its" before "inhabitants" in the English translation is necessary to conform to English style and grammar, where the use of pronouns for possession is mandatory. These transformations ensure the preservation of semantic load, stylistic consistency, and grammatical correctness of the translation, which are key aspects of a quality translation from Polish to English.

6.4. The course “Information and Communication Technologies,” offered at the first (bachelor’s) level of higher education at Sumy State Pedagogical University named after A. S. Makarenko (Ukraine), and the principles of its digitalization.

At Sumy State Pedagogical University named after A. S. Makarenko (Ukraine), the course “Information and Communication Technologies” is offered at the first (bachelor’s) level of higher education for future philologists according to the educational-professional program 014 Secondary Education (Ukrainian Language and Literature)³⁵⁴.

The aim of the course is to develop information and digital competence in future specialists, specifically the ability to navigate the information space, search for and critically evaluate information, and utilize it in professional activities; to effectively use existing and create (as needed) new electronic (digital) educational resources; and to use digital technologies in the educational process.

The objectives of the course include:

- Familiarization with modern educational resources;
- Development of skills in preparing and designing presentations;
- Formatting text documents and digital data analysis;
- Using information and communication technologies in professional activities;
- Practical application of information and communication technologies;
- Development of general and specific competencies.

Based on the syllabus analysis, we outline the principles of digitalization in philological training.

The first principle is *the accessibility of information resources* (Marangunić & Granić, 2015³⁵⁵; Nusbaum et al., 2020³⁵⁶; Okoli &

³⁵⁴ Освітня програма 014 Середня освіта (Українська мова і література). Сумський державний педагогічний університет імені А.С.Макаренка, 2024 https://sspu.edu.ua/images/2024/docs/opp/programa/ukrmova_angl_mova_bak_50846.pdf

³⁵⁵ Marangunić, N., & Granić, A. (2015). Accessibility within open educational resources and practices for disabled learners: A systematic literature review. *Smart Learning Environments*. Retrieved from <https://slejournal.springeropen.com/articles/10.1186/s40561-015-0018-2>

³⁵⁶ Nusbaum, A. T., Thomas, J. G., & Zhang, X. (2020). Promoting access to diverse learning opportunities through open resources, equity, and accessibility. *Faculty Focus*. Retrieved from <https://www.facultyfocus.com/articles/teaching-and->

Schabram, 2010³⁵⁷; Wiley, 2021³⁵⁸; UNESCO, 2020³⁵⁹). The course program emphasizes the importance of searching for and using modern educational platforms and resources such as Coursera, Edx, and Prometheus. This principle ensures students have access to a wide range of learning materials, promoting their continuous learning and self-development.

The second principle is *information security* (Oxford Academic, n.d.), which is of particular importance. The program includes the study of network security aspects, personal data protection, and avoiding information threats. The acquired experience, knowledge, and skills are crucial for the safe use of IT in educational and professional contexts.

The third principle is *digital literacy* (Hague & Payton, 2021³⁶⁰; Ng, 2012³⁶¹; Spante et al., 2018³⁶²), which is one of the key goals of the program. It involves teaching students to work with text editors, spreadsheets, and presentation tools. Mastering digital literacy skills allows students to effectively use ICT to solve educational and professional tasks.

learning/promoting-access-to-diverse-learning-opportunities-through-open-resources-equity-and-accessibility/

³⁵⁷ Okoli, C., & Schabram, K. (2010). Access and accessibility in online learning. *ED Tech Research*. Retrieved from <https://files.eric.ed.gov/fulltext/ED593920.pdf>

³⁵⁸ Wiley, D. (2021). Developing preservice teachers' equity consciousness and equity literacy. *Frontiers in Education*. Retrieved from <https://files.eric.ed.gov/fulltext/ED545198.pdf>

³⁵⁹ UNESCO. (2020). The accessibility of learning content for all students, including disabled learners. *ED Tech Research*. Retrieved from <https://files.eric.ed.gov/fulltext/ED593920.pdf>

³⁶⁰ Hague, C., & Payton, S. (2021). A systematic review on digital literacy. *Smart Learning Environments*. Retrieved from <https://slejournal.springeropen.com/articles/10.1186/s40561-021-00158-0>.

³⁶¹ Ng, W. (2012). Digital literacies, social media, and undergraduate learning: What do students think they need to know? *International Journal of Educational Technology in Higher Education*. Retrieved from <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00262-4>.

³⁶² Spante, M., Hashemi, S. S., Lundin, M., & Algers, A. (2018). Digital literacy and digital competence in higher education: What do students need to know? *International Journal of Educational Technology in Higher Education*. Retrieved from <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-018-0080-8>

The fourth principle is **interactivity and multimedia** (Atasoy & Temizkan, 2016³⁶³; Kobayashi, 2019³⁶⁴). The modern educational process requires an interactive approach. The program includes the use of video conferences, webinars, and other synchronous and asynchronous interaction tools. Including multimedia elements in educational materials enhances student engagement and improves material retention.

The fifth important principle is **information literacy** (Grizzle & Wilson, 2011³⁶⁵; UNESCO, 2017^{366, 367}; Koltay, 2011³⁶⁸; Schmidt, 2021³⁶⁹), which involves the ability to critically analyze information, especially from social networks and video hosting platforms. The program aims to develop the information literacy of future professionals, enabling students to effectively assess the reliability and quality of information, avoid information threats and manipulations. Adherence to this principle has allowed Sumy State Pedagogical University named after A. S. Makarenko to implement several grant projects on information literacy (see p.).

The sixth principle is **continuous knowledge and skills updating**. Given the rapid development of information technology, it is important to teach students the skills of independent information search and self-education. The program emphasizes the need for continuous knowledge

³⁶³ Atasoy, E., & Temizkan, M. (2016). Smart multimedia learning of ICT: Role and impact on language learners' writing fluency. *Smart Learning Environments*. Retrieved from <https://slejournal.springeropen.com/articles/10.1186/s40561-016-0028-8>.

³⁶⁴ Kobayashi, K. (2019). Interactivity: A potential determinant of learning by preparing to teach and teaching. *Frontiers in Psychology*, 9, 2755. Retrieved from <https://doi.org/10.3389/fpsyg.2018.02755>.

³⁶⁵ Grizzle, A., & Wilson, C. (2011). Critical Media Literacy in Teacher Education, Theory, and Practice. *Oxford Research Encyclopedia of Education*. Retrieved from <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-262>

³⁶⁶ UNESCO. (2017). Continuous assessment for improved teaching and learning: A critical review to inform policy and practice. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000255511>

³⁶⁷ UNESCO. (2017). Media and Information Literacy, a critical approach to literacy in the digital world. *UNESCO*. Retrieved from <https://www.unesco.org/en/media-and-information-literacy>.

³⁶⁸ Koltay, T. (2011). Untangling media literacy, information literacy, and digital literacy. *ERIC*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1344751.pdf>

³⁶⁹ Schmidt, H. C. (2021). Media Literacy in a Post-Pandemic World. *Faculty Focus*. Retrieved from <https://www.facultyfocus.com/articles/media-literacy-in-a-post-pandemic-world>.

updating, which ensures professional growth and adaptation to new challenges in the ICT field.

The seventh principle is *practical orientation*. The program includes laboratory work using modern office programs and other ICT. This ensures that future professionals are prepared to perform real professional tasks, develop practical skills, and increase their competitiveness in the labor market.

The course "Information and Communication Technologies" is taught in close connection with linguistic disciplines. A positive practice at Sumy State Pedagogical University named after A. S. Makarenko (Ukraine) is the use of various computer programs by students to meet different professional needs according to the main linguistic levels, from phonological to syntactic. We will discuss the main programs and examples of their application below.

First of all, it is appropriate to demonstrate one of the tools for conducting *phonetic and phonological analysis* – **Phon**, which is a specialized program that allows for the analysis of speech data, including pronunciation, intonation, and articulation. Students completed tasks by following five stages: *in the first stage*, they downloaded and installed Phon (see Fig. 5) from the official website, and then each user created a new project; *in the second stage*, the user uploaded audio recordings of speech data that needed to be analyzed (these recordings typically included both individual words and entire sentences or texts); *the third stage* involved creating annotations for the audio recordings, which included segmenting the speech data into phonemes, syllables, or words and marking them in the program; *in the fourth stage*, data analysis took place, where each user could analyze spectral characteristics, formants, intonation contours, etc.; *in the fifth stage*, the interpretation of results and their presentation in the form of reports was carried out (this typically included data visualization, statistical analysis, and conclusions about phonetic or phonological phenomena).

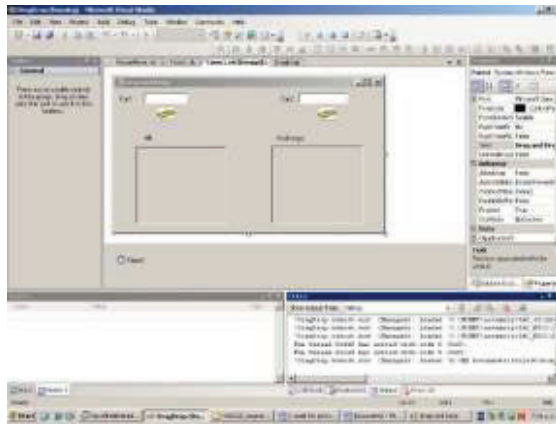


Fig 5. Specialized program Phon³⁷⁰

For example, students needed to analyze **the pronunciation of the English word "butter"** using the Phon program. This process included several key stages. The first step involved importing an audio recording of the pronunciation of the word "butter" into the Phon program. It is important to ensure that the audio recording is of high quality to ensure accurate analysis. The second step was annotating the audio recording. This included segmenting the phonemes that make up the word "butter," namely [bʌtər]. Each phoneme is segmented and marked for further analysis. After annotation, spectral analysis is conducted. This includes identifying the formants for each phoneme, which allows for the examination of the acoustic characteristics of speech. The first (F1) and second (F2) order formants are particularly important for identifying vowel sounds. The final step involves comparing the pronunciation of the word "butter" by different speakers. This allows for the identification of dialectal differences and variability in pronunciation, particularly in the pronunciation of the phoneme /t/, which can be realized as [t] or as a flap [ɾ] in American English.

Later, students needed to analyze the pronunciation of the Ukrainian word "молоко" using the Phon program. This process also included several key stages. The first step involved importing an audio recording of the pronunciation of the word "молоко" into the Phon program. As in the previous example, it is important to ensure high

³⁷⁰ <https://upload.wikimedia.org/wikipedia/commons/4/4b/Adftaxi17.jpg>; Samuel.mann at English Wikibooks, CC BY-SA 3.0 <<https://creativecommons.org/licenses/by-sa/3.0/>>, via Wikimedia Commons

recording quality. In the next stage, the audio recording was annotated, segmenting the phonemes [moʎo'kɔ]. Each phoneme is segmented and marked for further analysis. After annotation, an analysis of the intonation contour was conducted. This primarily involves examining the impact of stress on the pronunciation of the word.

For instance, stress on the last syllable changes the duration and pitch of the respective vowels. The final stage involves comparing the pronunciation of the word "молоко" in different regions of Ukraine. This allows for the identification of regional differences in pronunciation, such as different realizations of the phoneme /л/ or variations in vowel sounds depending on the dialect.

Students confirmed that with the Phon program, it is possible to conduct detailed phonetic and phonological analysis of speech. The examples provided demonstrate the main stages of working with the program, as well as its application for analyzing English and Ukrainian speech. Such studies are important for understanding the variability of speech and its acoustic characteristics.

As for morphological analysis, it also proved to be one of the key aspects for students during the course. Teachers focused on studying the structure of words and their grammatical properties. Generally, the most effective tools were:

(a) TreeTagger³⁷¹ is a universal tool for text annotation that supports multiple languages, including English and Ukrainian, and allows for tokenization, lemmatization, and part-of-speech tagging (see Fig. 6, 7);
(б) UDPipe³⁷² is a tool designed for morphological and syntactic analysis that uses Universal Dependencies models and supports multiple languages,

³⁷¹ Розробник: Центр лінгвістичних досліджень Тюбінгенського університету.

³⁷² Розробник: Департамент комп'ютерної лінгвістики Університету імені Карлового.

including English and Ukrainian.

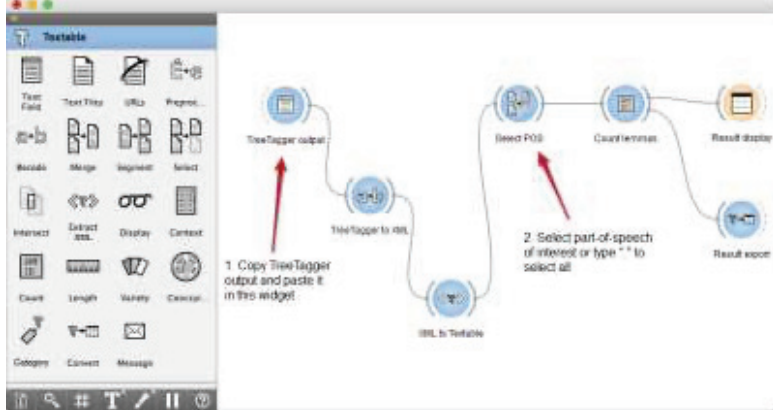


Fig 6. TreeTagger as a universal tool for text annotation

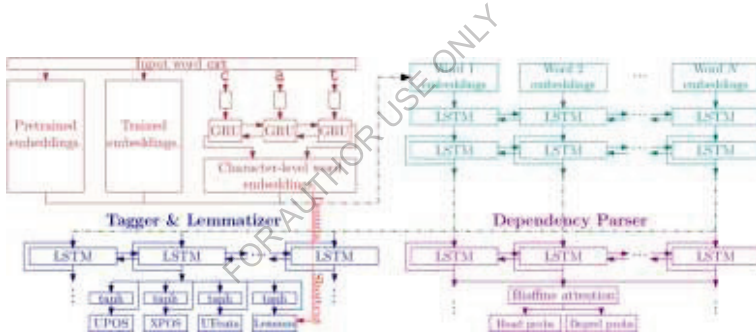


Fig 7. UDPipe as a tool designed for morphological and syntactic analysis

Students use TreeTagger and UDPipe in educational and research projects, which has stimulated the development of practical skills in conducting morphological analysis. Here are examples of using these programs for text analysis in English and Ukrainian.

Students were given the sentence "The quick brown fox jumps over the lazy dog," which they first import into TreeTagger using the graphical interface or command line. The program tokenizes the text. TreeTagger performs morphological analysis, identifying the parts of speech and lemmas of each word. As a result, students receive the following output (see Table 1):

Table 1

Automatic morphological processing of the English sentence using TreeTagger

Token	Lemma	POS
The	the	DT
quick	quick	JJ
brown	brown	JJ
fox	fox	NN
jumps	jump	VBZ
over	over	IN
the	the	DT
lazy	lazy	JJ
dog	dog	NN

Based on this table, students need to provide their commentary to convince the instructor of their understanding of the morphological analysis of the English sentence.

The word "The" is a determiner (Determiner) used to indicate a specific noun. In this sentence, the article "the" precedes the nouns "fox" and "dog," specifying that it refers to a particular fox and a particular dog. In English, articles are important grammatical elements that define the definiteness or specificity of nouns.

"Quick" is an adjective (Adjective) that describes the noun "fox." Adjectives in English typically precede nouns and provide additional information about their properties. In this case, the adjective "quick" indicates the speed of the fox, highlighting one of its characteristics.

The word "brown" is an adjective that describes the color of the "fox." Using two adjectives in succession ("quick brown") is typical in English, where adjectives can describe different aspects of a single noun.

"Fox" is a singular noun (Noun). The noun refers to a specific animal. In this sentence, the noun "fox" is the subject performing the action expressed by the verb "jumps."

"Jumps" is a verb in the third person singular present tense (Verb, 3rd person singular present). The lemma "jump" indicates the base form of the verb. The verb "jumps" indicates the action performed by the subject "fox." The third person singular is marked by adding the suffix -s to the base form of the verb.

"Over" is a preposition (Preposition) that shows the relationship between the verb "jumps" and the noun "dog." Prepositions indicate spatial or temporal relationships between objects or actions.

The article "the" is reused before the noun "dog," indicating a specific dog. As in the first case, the article specifies that it refers to a particular known or previously mentioned dog.

"Lazy" is an adjective that describes the noun "dog." The adjective "lazy" adds information about the dog's characteristic, indicating its lazy nature.

"Dog" is a singular noun. In this sentence, the noun "dog" is the object to which the action expressed by the verb "jumps" refers. This word completes the phrase, giving it full meaning.

The morphological analysis of the sentence "The quick brown fox jumps over the lazy dog" using TreeTagger allows for a detailed examination of the grammatical categories and lemmas of each word. The results obtained demonstrate the complexity and interrelationship of grammatical elements in the sentence and highlight the importance of each word in forming the overall meaning. Such analysis is useful for a deep understanding of language structure and preparation for further linguistic research.

After the English text, students are given a fragment in Ukrainian, "Швидка коричнева лисиця стрибає через ледачого пса," which they import into UDPipe through the web interface or local installation. The program performs tokenization and morphological analysis. UDPipe conducts the analysis, identifying parts of speech and lemmas of the words. As a result, students receive the following output (see Table 2):

Table 2. Automatic morphological processing of the Ukrainian sentence using UDPipe

Token	Lemma	POS
Швидка	швидкий	ADJ
коричнева	коричневий	ADJ
лисиця	лисиця	NOUN
стрибає	стрибати	VERB
через	через	ADP
ледачого	ледачий	ADJ
пса	пес	NOUN

Based on this table, students need to provide their commentary to convince the instructor of their understanding of the morphological analysis of the Ukrainian sentence.

The word "швидка" is an adjective (Adjective) that describes the noun "лисиця." The adjective is in the feminine gender, singular number, and nominative case, agreeing with the gender, number, and case of the noun. "Швидка" characterizes the fox as being fast.

"Коричнева" is an adjective that describes the color of the fox. Like the adjective "швидка," "коричнева" agrees with the noun "лисиця" in gender, number, and case. Adjectives can precede nouns, adding descriptive details such as color or other properties.

"Лисиця" is a singular noun (Noun) in the feminine gender, nominative case. In this sentence, "лисиця" serves as the subject performing the action expressed by the verb "стрибає." The noun refers to a specific animal and is the main bearer of information about the subject.

"Стрибає" is a verb in the present tense, third person, singular. The lemma "стрибати" indicates the infinitive form of the verb. The verb "стрибає" describes the action performed by the subject "лисиця." This verb shows the action in progress and indicates the activity of the subject.

"Через" is a preposition that indicates the spatial relationship between the verb "стрибає" and the noun "пса." The preposition "через" shows that the action of jumping occurs over or across the object "пса."

"Ледачого" is an adjective that describes the noun "пса." The adjective is in the masculine gender, singular number, and accusative case. This word agrees with the noun in gender, number, and case, adding a characteristic to the object of the action, indicating its lazy nature.

"Пса" is a singular noun in the masculine gender, accusative case. In this sentence, "пса" is the object of the action expressed by the verb "стрибає." The noun "пса" specifies over whom or what the action occurs, highlighting the object's relationship to the subject.

The morphological analysis of the sentence "Швидка коричнева лисиця стрибає через ледачого пса" using UDPipe allows for a detailed examination of the grammatical categories and lemmas of each word. The results obtained demonstrate the complexity and interrelationship of grammatical elements in the sentence and highlight the importance of each word in forming the overall meaning. Such analysis is useful for a deep understanding of language structure and preparation for further linguistic research.

The use of TreeTagger and UDPipe allows students to gain a deeper understanding of the morphological structure of English and Ukrainian. These programs provide accurate tokenization, part-of-speech tagging, and lemmatization, which are critically important for linguistic research. Students can compare different linguistic structures, analyze dialectal and stylistic differences, and explore the impact of context on grammatical forms.

Using TreeTagger and UDPipe for morphological analysis of texts in English and Ukrainian provides students with valuable tools for conducting linguistic research. These programs facilitate the development

of language data analysis skills and the expansion of theoretical knowledge in morphology. The examples provided demonstrate the effectiveness of these programs in the educational process and their usefulness for research activities.

Another tool that helps SDPU students adhere to the principles of digitalization is the use of corpus resources for English and Ukrainian.

For example, during the course, students can work with the British National Corpus (for English) and the General Regionally Annotated Corpus of Ukrainian (for Ukrainian) and their resources. Let's demonstrate this with examples from both English and Ukrainian.

The British National Corpus (BNC) is a large corpus of English texts containing over 100 million words from various genres and styles. It is an important tool for studying English, as it provides a wide range of examples of real language use (Leech, Rayson, & Wilson, 2001³⁷³). In this academic text, we will consider the methodology of SDPU students working with the BNC, focusing on the stages of data collection, analysis, and interpretation of results. Fig 8.

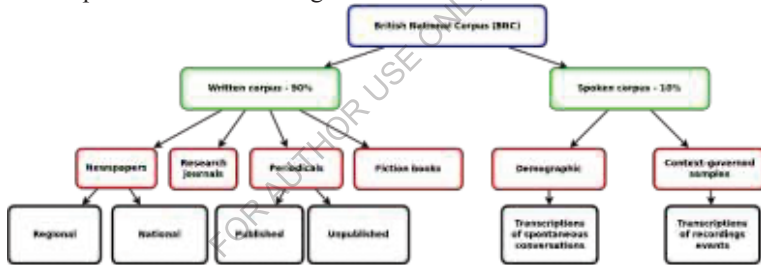


Fig 8. **British National Corpus Structure**³⁷⁴

The first stage of working with the BNC is *the collection of necessary data*. SDPU students had the opportunity to use various tools to access the corpus, such as web interfaces or specialized software applications (McEnery & Hardie, 2011³⁷⁵). The most common tasks at this stage include searching for words or phrases of interest and downloading the relevant contexts.

³⁷³ Leech, G., Rayson, P., & Wilson, A. (2001). *Word Frequencies in Written and Spoken English: Based on the British National Corpus*. Longman.

³⁷⁴

https://upload.wikimedia.org/wikipedia/commons/f/ff/British_National_Corpus_structure.svg; Alexchuvak, CC BY-SA 4.0 <<https://creativecommons.org/licenses/by-sa/4.0/>>, via Wikimedia Commons

³⁷⁵ McEnery, T., & Hardie, A. (2011). *Corpus Linguistics: Method, Theory and Practice*. Cambridge University Press.

SDPU students were interested in how often the word "innovative" is used in different contexts. Using the BNC interface, a student enters this word into the search bar and receives a list of sentences in which this word is used.

Example 1: *The company is known for its **innovative** approach to problem-solving.*

Example 2: ***Innovative** solutions are required to tackle climate change effectively.*

After collecting the data, SDPU students proceeded to analyze it. This stage included the classification and interpretation of the found examples. The main methods of analysis include frequency analysis, content analysis, and collocation analysis.

Frequency Analysis: SDPU students counted the frequency of usage of a word or phrase in various contexts. This helps to understand the prevalence of the word in English (Hunston, 2002)³⁷⁶.

Word "innovative" frequency in BNC with total occurrences: 250

Content Analysis: SDPU students analyzed the content of the sentences to understand the situations in which the word is used (Biber, Conrad, & Reppen, 1998³⁷⁷).

Contexts of "innovative":

- Business: 40%
- Technology: 35%
- Education: 15%
- Other: 10%

Collocation Analysis: SDPU students investigated which words are most frequently used in conjunction with the word being studied (O'Keeffe, McCarthy, & Carter, 2007³⁷⁸).

Collocations with "innovative":

- innovative approach
- innovative solutions
- innovative ideas

At the final stage, SDPU students interpreted the obtained results, drawing conclusions about the use of the word or phrase in the English language. This may include comparisons with other studies or formulating

³⁷⁶ Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge University Press.

³⁷⁷ Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge University Press

³⁷⁸ O'Keeffe, A., McCarthy, M., & Carter, R. (2007). *From Corpus to Classroom: Language Use and Language Teaching*. Cambridge University Press.

recommendations for language learning (Baker, Hardie, & McEnery, 2006³⁷⁹).

Based on the analysis, SDPU students concluded that the word "innovative" is most frequently used in business and technology, reflecting current trends in these fields. Additionally, SDPU students recommended studying collocations for a better understanding and usage of this word in real contexts.

Working with the BNC allowed SDPU students to gain a deeper understanding of the actual use of the English language. The methodology, which includes data collection, analysis, and interpretation, promotes the development of critical thinking and linguistic analysis skills. Such research not only enriches the students' language knowledge but also helps them use the language more naturally and effectively.

Another effective tool was **the General Regionally Annotated Corpus of the Ukrainian Language (GRAC)**, the resources of which SDPU students used for studying the Ukrainian language.

Today, GRAC is a large corpus of Ukrainian texts that includes various genres and styles, presented with consideration of regional features. It is an important tool for studying the Ukrainian language as it provides a wide range of examples of real language use (Corpus of the Ukrainian Language, 2023³⁸⁰).

Let's demonstrate the methodology of SDPU students working with GRAC, focusing on the stages of data collection, analysis, and interpretation of results.

The first stage of working with GRAC is the collection of necessary data. Students used various tools to access the corpus, such as web interfaces or specialized software applications (Mokrynska, 2019³⁸¹). The most common tasks at this stage include searching for words or phrases of interest and downloading the relevant contexts.

SDPU students were interested in how often the word "інноваційний" (innovative) is used in different contexts. Using the GRAC interface, a student enters this word into the search bar and receives a list of sentences in which this word is used.

Example 1: *Компанія відома своїм інноваційним підходом до вирішення проблем.*

³⁷⁹ Baker, P., Hardie, A., & McEnery, T. (2006). *A Glossary of Corpus Linguistics*. Edinburgh University Press.

³⁸⁰ Корпус української мови. (2023). *Генеральний регіонально анований корпус української мови*. Отримано з <https://uacorpus.org>

³⁸¹ Мокринська, О. (2019). *Методика використання корпусів у лінгвістичних дослідженнях*. Харків: Основа.

Example 2: *Інноваційні рішення потрібні для ефективного вирішення кліматичних змін.*

After collecting the data, the student proceeds to analyze it. This stage includes the classification and interpretation of the found examples. The main methods of analysis include frequency analysis, content analysis, and collocation analysis.

Frequency Analysis: Students counted the frequency of the word or phrase in different contexts. This helped them understand the prevalence of this word in the Ukrainian language (Shevchenko, 2020³⁸²).

Frequency of the word "інноваційний" in GRAC is 150.

Content Analysis: SDPU students analyzed the content of the sentences to understand in which situations the word is used (Zhovtobryukh, 2018³⁸³).

Contexts of the word "інноваційний":

- Business: 50%
- Technology: 30%
- Education: 10%
- Other: 10%

Collocation Analysis: SDPU students investigated which words are most frequently used with the studied word (Skoryna, 2019³⁸⁴).

Collocations with the word "інноваційний":

- інноваційний підхід (innovative approach)
- інноваційні рішення (innovative solutions)
- інноваційні ідеї (innovative ideas)

At the final stage, SDPU students attempted to interpret the obtained results, drawing conclusions about the use of the word or phrase in the Ukrainian language. This may include comparisons with other studies or formulating recommendations for language learning (Koval, 2021³⁸⁵).

Based on the analysis, SDPU students concluded that the word "інноваційний" is most frequently used in business and technology, reflecting current trends in these fields. Additionally, the student may recommend studying collocations for a better understanding and use of this word in real contexts.

³⁸² Шевченко, Л. (2020). *Частотний аналіз української мови*. Дніпро: Дніпропетровський національний університет.

³⁸³ Жовтобрюх, М. (2018). *Контент-аналіз у дослідженні української мови*. Одеса: Одеський національний університет.

³⁸⁴ Скорина, І. (2019). *Колокації в українській мові*. Львів: Видавництво Львівського університету.

³⁸⁵ Коваль, О. (2021). *Аналіз сучасної української лексики*. Київ: Наукова думка.

Working with the General Regionally Annotated Corpus of the Ukrainian Language allows students to gain a deeper understanding of the actual use of the Ukrainian language. The methodology, which includes data collection, analysis, and interpretation, promotes the development of critical thinking and linguistic analysis skills. Such research not only enriches the students' language knowledge but also helps clarify their understanding of using the language more naturally and effectively.

In particular, it was interesting to deepen the understanding of the comprehensive meaning of the word "innovation" as part of interdisciplinary tasks, which encompasses both the idea itself and the process of its practical implementation. An important feature of innovative activity, as noted in the "Encyclopedia of Education," is its ability to influence the overall level of professional activity, expanding the innovative field of the educational environment in an institution or region ("Encyclopedia of Education," edited by V. Kremen)³⁸⁶.

In the Polish "Encyclopedia of Pedagogy of the 21st Century," innovation and novelty are defined as new solutions to programmatic, organizational, or methodological tasks concerning the goals and content of education. These innovations can pertain to one or several academic disciplines or the improvement of the quality of a school's activities³⁸⁷.

The study of Polish experience, particularly the innovative teaching methods of the Artes Liberales Faculty at the University of Warsaw, during the internship under the Ukrainian-Polish project "Innowacyjny uniwersytet i przywództwo. Faza IV: strategie komunikacyjne i relacje uniwersytet-szkoła" (Innovative University and Leadership. Phase IV: Communication Strategies and University-School Relations) in November 2018, led to the implementation of interregional projects on media literacy.

6.5. Grant Activity of the Faculty of the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine), which have an advantage in ensuring digitalization principles.

The grant activity of participants in the educational process in higher education institutions is an important indicator of scientific and professional activity. It not only promotes the development of research but also ensures the implementation of innovative technologies and methods in

³⁸⁶ Енциклопедія освіти / [гол. ред. В. Г. Кремень ; Акад. пед. наук України]. Київ : Юрінком Інтер, 2008. – 1040 с.

³⁸⁷ Encyklopedia pedagogiczna XXI wieku. T. 3, Warszawa: Wydawnictwo «Żak», 2004. C.703.

the educational process. In this context, the experience of the faculty of the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine) deserves special attention. Both institutions are actively involved in the implementation of projects related to the digitalization of educational processes, which meet the modern challenges and needs of the globalized world.

The implementation of digital technologies in higher education is one of the key strategies for improving the quality of education and research. Digitalization, according to the European Commission, promotes educational accessibility and inclusion as a fundamental strategy for the development of a knowledge society (European Commission, 2020). The faculty of the University of Economics and Human Sciences in Warsaw and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine) demonstrate a high level of activity in attracting grant resources, which allows them to develop and implement advanced digital solutions in their institutions.

Digitalization of higher education not only contributes to improving the quality of education but also creates new opportunities for interactive and hybrid learning. Research shows that the COVID-19 pandemic has significantly accelerated the transition to digital teaching methods, forcing universities to rethink their educational strategies (McKinsey, 2021)³⁸⁸. Additionally, studies demonstrate that the digital transformation of higher education institutions requires not only the implementation of new technologies but also changes in cultural and organizational structures, which is an important factor for success (Frontiers, 2021)³⁸⁹...

Grant Activity of the Faculty of the University of Economics and Human Sciences in Warsaw (Poland)

The grant activity of the faculty of the University of Economics and Human Sciences in Warsaw (Poland) broadens the horizons of academic cooperation. The university's faculty not only actively participates in grant programs but also establishes scientific connections with leading European higher education institutions, such as universities in Germany,

³⁸⁸ McKinsey & Company. (2021). Technology is shaping learning in higher education. Retrieved from <https://www.mckinsey.com/industries/education/our-insights/technology-is-shaping-learning-in-higher-education>.

³⁸⁹ Wiley, D. (2021). Developing preservice teachers' equity consciousness and equity literacy. *Frontiers in Education*. Retrieved from <https://files.eric.ed.gov/fulltext/ED545198.pdf>.

Italy, and Finland. Their projects, many of which are aimed at implementing innovative digital technologies, open new opportunities for modern education.

A notable example is the grant activity of a young researcher, Jan Kapranov, an associate professor at the School of Humanities and Arts, who received an individual grant from the Academy of Finland. His research on multilingualism at the University of Oulu not only promotes the development of this scientific field but also underscores the importance of international cooperation in the academic world.

The project, titled "Linguistic and Bodily Involvement in Multicultural Interactions," is aimed at researching and describing the multilingual profiles of migrants and refugees from Ukraine living in Finland before and after the onset of the war. This project is a significant tool for a deeper understanding of digitalization principles and provides participants with valuable resources for use in educational and scientific activities.

The project actively uses digital platforms for data collection and processing, such as surveys and video interviews. This approach allows for the effective collection of large volumes of data on the language use of Ukrainian migrants and refugees in Finland, ensuring a thorough analysis of language practices and social integration.

The use of software for the analysis of textual and video data helps identify patterns in language use, perform comparative analysis, and obtain statistical data, enhancing the accuracy and efficiency of the research. This approach helps uncover deep connections between language use and social identity (Auer, 2007³⁹⁰; Bilaniuk, 2004³⁹¹).

The research results will be published on an open-access website and through social media, ensuring broad access to the scientific materials and promoting knowledge exchange. This approach is suitable for broader engagement of the academic community and the public with the research findings.

Yan Kapranov is learning to apply modern research methods, such as conversation analysis and sociolinguistic experiments. This provides him with new tools for further scientific activity, enhancing the quality and innovation of his research (Deppermann & Haugh, 2022).

³⁹⁰ Auer, P. (2007). The monolingual bias in bilingualism research or: Why bilingual talk is (still) a challenge for linguistics. *Language in Society*, 36(4), 525–546. https://doi.org/10.1057/9780230596047_15

³⁹¹ Bilaniuk, L. (2004). A typology of Surzhyk: Mixed Ukrainian-Russian language. *International Journal of Bilingualism*, 8(4), 409–425. <https://doi.org/10.1177/13670069040080040101>

Through the project, Yan Kapranov gains new knowledge and skills in the field of multilingualism, contributing to their professional growth and increasing qualifications in the humanities and social sciences. This opens up new opportunities for academic and professional development (Blommaert & Rampton, 2011³⁹²).

The collected data and research results are used to create new educational materials, which help teachers in preparing lectures and seminars on multilingualism, migration, and social integration. This improves the quality of education and provides students with up-to-date knowledge (Bilaniuk, 2005³⁹³).

The publication of the research results and the organization of public lectures contribute to the dissemination of knowledge among a wide range of scholars, students, and the public, raising awareness of the linguistic and cultural aspects of migration. This promotes a more informed public discourse and a better understanding of the challenges and opportunities associated with migration (Bilaniuk & Melnyk, 2008³⁹⁴).

The project makes a significant contribution to understanding the principles of digitalization and provides participants with valuable resources for their educational and scientific activities. The application of modern methods of data collection and analysis, the integration of new research methodologies, and the broad dissemination of research results foster the development of scientific competencies and professional growth of the participants, as well as increase public awareness of important issues related to multilingualism and migration.

Grant Activity of the Faculty at Sumy State Pedagogical University named after A. S. Makarenko (Ukraine)

The results of teaching linguistic disciplines at Sumy State Pedagogical University named after A. S. Makarenko, based on the principles of digitalization (see section), have prompted the authors to conduct a more detailed search for forms that would contribute to the most effective integration of modern digital tools, and the development of digital and media literacy in the informal education of future philologists.

³⁹² Blommaert, J., & Rampton, B. (2011). Language and superdiversity. *Diversities*, 13(2), 1–21.

³⁹³ Bilaniuk, L. (2005). *Contested tongues: Language politics and cultural correction in Ukraine*. Ithaca, NY: Cornell University Press.

³⁹⁴ Bilaniuk, L., & Melnyk, S. (2008). A tense and shifting balance: Bilingualism and education in Ukraine. In M. Heller & A. Duchêne (Eds.), *Language in Late Capitalism: Pride and Profit* (pp. 67–97). New York: Routledge. <https://doi.org/10.21832/9781847690883-003>

The importance of developing media culture and media literacy among youth, as evidenced in the Presidential Decree of Ukraine "On the Strategy of Information Security" (2021), has become even more relevant in the current wartime realities. There is an urgent need for skills in effectively searching for and organizing information, working with sources and primary sources; distinguishing facts from opinions, identifying the emotional impact of media, detecting manipulative content and fake news; and using modern information technologies and software ethically and safely, with respect for privacy, understanding digital footprints, and personal cybersecurity skills.

Indeed, projects aimed at developing media literacy among youth are a focus of the grant program "Learn to Discern in Schools - National Rollout" by the International Research and Exchanges Board (IREX), supported by the U.S. Embassy and the British Embassy in Ukraine.

During 2020–2023, research laboratories focused on media literacy, academic culture, and the Teacher Professional Development Resource Center at Sumy State Pedagogical University named after A. S. Makarenko competitively secured seven grants from IREX in Ukraine. These grants supported the implementation of interregional projects, including the “Educational Research Center ‘Media & Teacher Campus’” (https://www.youtube.com/channel/UCx-AL3lm3wYbt_E2dRLsLyQ) and “MEDIA & CAPSULES” (<https://rctpd.sspu.edu.ua/>). The goal of these projects is to develop soft skills in media literacy among higher education students (future philologists and journalists) through informal education, using and creating innovative media-educational linguistic products.

The projects, executed in collaboration with the Department of Ukrainian Language and Literature at Sumy State Pedagogical University named after A.S.Makarenko and faculty from various higher education institutions, such as the Horlivka Institute for Foreign Languages, Lutsk Pedagogical College of the Volyn Regional Council, and Pryluky Pedagogical College named after Ivan Franko of the Chernihiv Regional Council, as well as the specialty 061 Journalism at the Machine-Building College of Sumy State University and Pryluky Pedagogical College named after Ivan Franko of the Chernihiv Regional Council, and the Ukrainian Language and Information Fund of the National Academy of Sciences of Ukraine, resulted in several forms of educational activities and the development and implementation of innovative media-educational products into the educational process: the “Transdisciplinary Cluster ‘MEDIA & CAPSULES’” platform and the virtual lexicographic laboratory “Multimedia Dictionary of Media Literacy.”

Among the forms of educational activities were webinars on digital security, safe internet surfing, and digital communication. Speakers demonstrated practices using literary texts, such as distinguishing facts and judgments about a writer, creating resumes on behalf of a writer using Canva, and creating memes, sticker packs, comics, advertisements, and covers.

Workshops allowed participants to present their own methodologies, characterize their informational bubbles, verify the credibility of sources, conduct fact-checking, and safely work with online content. They also deepened knowledge about digital corpus technologies and developed digital security skills (setting strong passwords, using antivirus programs, enabling two-factor authentication, protecting against online fraud, and malicious software).

Media literacy workshops involved group interactions focused on specific directions, producing original media products (didactic cases on the Padlet online board, interactive exercises to develop critical thinking and media literacy, etc.) to identify markers of misinformation, narratives, hate speech, and analyze examples of newspeak.

For educational needs, the virtual lexicographic laboratory "Multimedia Dictionary of Media Literacy" was created (Fig 9; 10) (Широков, В. А. & Загнітко, А. П. & Надутенко, М. & Надутенко, М. & Семенов, О.М., 2022³⁹⁵; Презентація віртуальної лабораторії.³⁹⁶

This multimedia open-access environment is designed for interaction among educational process participants with digital media resources. It serves as a remote communication tool between project participants for the creation of a dynamic, continuously updated dictionary. This platform enables collective work among teachers, students, lecturers, and researchers.

³⁹⁵ Широков, В. А. & Загнітко, А. П. & Надутенко, М. & Надутенко, М. & Семенов, О.М. та ін. Віртуальна лексикографічна лабораторія «Мультимедійний словник з інфомедійної грамотності» [Електронний ресурс]. Український мовно-інформаційний фонд НАН України. 2022. url: <https://corp.ulif.org.ua/InfoMediaVLL/> (дата звернення: 15.09.2022).

³⁹⁶ Презентація віртуальної лабораторії «Мультимедійний словник з інфомедійної грамотності»: URL: <https://www.youtube.com/watch?v=HN0bsmnM6gE> (дата звернення: 15.09.2022).



Fig 9. Layout of the "Multimedia Dictionary of Media Literacy"



Fig 10. Link to the virtual lab "Multimedia Dictionary of Media Literacy"

The product is led by scientists from the Ukrainian Language and Information Fund of the National Academy of Sciences of Ukraine, including A. Zagnitko, V. Shyrokov, M. Nadutenko, and M. Nadutenko. The compilers are lecturers from the Department of Ukrainian Language and Literature at Sumy State Pedagogical University named after A.S. Makarenko and the Machine-Building Vocational College of Sumy State University.

The register of 200 terms from media linguistics (булінг (bullying), відеоблог (videoblog), гаджет (gadget), медіабезпека (media security), медіаграмотність (media literacy), медіависловлювання (media statement), онлайн-шахрайство (online fraud), цифрова безпека (digital security), цифровий слід (digital footprint), фактчекінг (fact-checking), фейк (fake), троль (troll), чат-бот (chatbot) та ін.) is based on the concept of media literacy by IREX. It covers areas such as media literacy, critical thinking, social tolerance, resilience to influence and manipulation, fact-checking, information literacy, digital security, visual literacy, innovation, and creativity development. The terms are organized in a classical alphabetical order.

The dictionary offers definitions of media lexemes, translations, and explanations in English, as well as video clips providing corresponding

characteristics (Надутенко, М., Надутенко, М., & Семенов, О. (2022)³⁹⁷.
Fig. 11.



Fig. 11. Lexeme фактчекінг (lit. *fact-checking*) in the "Multimedia Dictionary of Media Literacy"

For greater interactivity in classes, the authors created presentation videos (<https://www.youtube.com/watch?v=HN0bsmnM6gE>) using various interactive methods (brainstorming, project work, situational tasks, etc.), including the word "gadget."

The software product "Transdisciplinary Cluster 'MEDIA & CAPSULES,'" developed by a participant in the grant project, was designed for multimedia visualization of information with a media literacy component³⁹⁸.

The cluster contains an information retrieval subsystem on separate servers (virtual machines) and an information presentation subsystem in the form of a web portal. Programming languages used: C++, C#, PHP, and JavaScript (see Fig. 12).

³⁹⁷ Надутенко, М., Надутенко, М., & Семенов, О. (2022). Застосування цифрового методу у викладанні філологічних дисциплін (на прикладі віртуальної лексикографічної лабораторії). *Волинь філологічна: текст і контекст*, (34), 7–26.

³⁹⁸ Семенов, О. М., & Надутенко, М. В. (2022). Платформа «Медіа&капсули» як засіб підвищення рівня медіакультури. *Академічні студії. Серія: Гуманітарні науки*, (2), 39-50.
<https://doi.org/10.52726/as.humanities/2022.2.6>. DOI: 10.52726/as.humanities/2022.2.6

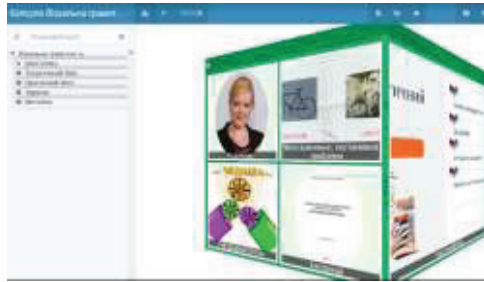


Fig. 12. "MEDIA & CAPSULES" as an information retrieval **subsystem**

The title "MEDIA & CAPSULES" is driven by the need to characterize an interactive media environment where files are interconnected on one resource according to the IREX project competency map: "Media Literacy," "Critical Thinking," "Social Tolerance," "Resilience to Influences, Fact-Checking," "Information Literacy," "Digital Safety," "Visual Literacy," "Innovation, Creativity Development."

Each "MEDIA & CAPSULE" is structured as follows: title, developer, study objective, problem statement; theoretical block (monographs, articles, presentation slides, links to news, videos, etc.); terms included in the "Multimedia Dictionary of Info-Media Literacy"; practical block (exercises, tasks for club activities aimed at developing soft skills in info-media literacy among higher education students) (see Figure 13).



Figure 13. Structure of "MEDIA & CAPSULES"

Innovative platforms are an essential component in the development of media literacy among young people. As the results of the grant projects show, participants have acquired the skills to interpret media texts considering their specificity, extract information from one or multiple media sources, identify main and sub-topics, distinguish between important and secondary details of media messages, and compose media texts considering structural, semantic, and stylistic features. They have learned to work with facts and arguments, analyze photos, posters, and infographics, recognize typical verbal and non-verbal means indicating manipulation, propaganda, or hidden content, and master techniques for communicative

interaction in the network space. Additionally, they have gained interpersonal communication skills and the ability to interact effectively with others.

Conclusions

The general scientific methods of analysis and synthesis of official and normative documents, as well as scientific works, provide grounds to state that digitalization in the context of philological education is considered as the process of integrating modern digital technologies into all aspects of the educational process. This includes the implementation of electronic resources, online courses, virtual laboratories, and other digital tools to enhance the quality of education and expand access to educational resources. Scientific literature highlights the importance of digitalization in education and science and the development of digital literacy, which is a necessary skill for successful functioning in the modern digital world. This involves the ability to effectively use digital technologies for searching, evaluating, and utilizing information, as well as for communication and collaboration in virtual environments.

The regulatory framework for digitalization of education in Poland and Ukraine covers several levels: (a) at the EU level – the strategic priorities of digital education are defined in the Digital Education Action Plan 2021-2027, which includes improving the educational process through digital technologies and ensuring digital competencies for all participants in the educational process; (b) at the level of Poland – the Digital Competency Development Program (PRKC), which outlines strategies and measures for integrating digital technologies into educational processes, improving digital skills among the population, and ensuring equal access to digital resources; (c) at the level of Ukraine – the Concept of Digital Transformation of Education and Science for the period up to 2026, which envisages the modernization of the educational system, development of digital competencies, provision of modern equipment and internet connectivity, as well as the creation of high-quality digital educational content.

Based on the analysis and research conducted at the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine), key principles of digitalization in philological education were identified: integration of modern digital tools, accessibility and flexibility of learning, personalization of the educational process, development of digital literacy, interactivity and collaboration, continuous updating of knowledge, and protection of intellectual property rights.

Examples of courses taught at the University of Economics and Human Sciences in Warsaw and Sumy State Pedagogical University named after A. S. Makarenko demonstrate the successful digitalization of the educational process. The course "A Philologist's Workshop: Modern Technologies and Career Paths" at the University of Economics and Human Sciences in Warsaw and the course "Information and Communication Technologies" at Sumy State Pedagogical University named after A. S. Makarenko integrate modern digital tools, providing students with access to various resources and the development of necessary competencies.

The faculty of the University of Economics and Human Sciences in Warsaw and Sumy State Pedagogical University named after A. S. Makarenko are actively involved in grant activities, which contribute to the development of digitalization in education at these institutions. Grants allow for the funding of projects aimed at developing digital competencies, implementing the latest technologies in the educational process, and creating modern educational content.

The digitalization of philological education in Poland and Ukraine promotes the enhancement of education quality, expansion of access to educational resources, and development of competencies necessary for successful professional activity in the modern digital world.

CONCLUSIONS

1. Analysis and generalization of scientific sources allowed to outline the basic concepts of the study. The characteristics of discourse are proposed in the interpretation of V. Karasyk: a multifaceted phenomenon that can be considered in the communicative aspect as verbal communication, in the structural-semantic aspect - as a fragment of text, higher than the level of speech, in the structural-stylistic aspect - as a non-textual organization of spoken speech, in the socio-pragmatic aspect - a text immersed in a communication situation. The work focuses on institutional discourse, in particular, on its following varieties: educational-pedagogical, educational-theological, legislative-normative.

The concept of "linguistic picture of the world" is proposed in the definition of I. Golubovskaya: expressed by means of a certain language worldview and worldview of the ethnos, verbalized interpretation by the linguistic society of the surrounding world and oneself in this world. When considering the cultural and conceptual components of the concept of education, we are guided by the concept of value and professional worldview. Educational discourse is defined as a set of texts united by the general theme of human educational activity, which finds linguistic reflection in various functional-stylistic types of texts.

Analysis of the issues of the concept sphere of education allowed us to identify the following groups of studies: international and legislative documents, which present the conceptual and terminological apparatus of the sphere of education; dictionaries, dissertations, publications devoted to the description of the concept sphere / concept of education as a fragment of the national-linguistic worldview of speakers of different languages, comparative analysis in different linguistic cultures, metaphorical modeling of the basic concepts of educational discourse.

The analysis of the problematics of the concept of education allowed us to choose the starting positions for the analysis of the concept of education: it is a cluster of certain concepts and ideas obtained by a person throughout his life, which is verbalized by various linguistic means that form his nominative field, which is complex in nature and covers various groups of vocabulary; a phenomenon of life philosophy, an everyday analogue of worldview concepts that are fixed in the vocabulary of natural languages and ensure the stability and continuity of the spiritual culture of the ethnic group, that is, as an important culturally significant category of the inner world of a person; a multidimensional mental formation with figurative-perceptual, conceptual and value layers; a meaningful image that reflects a fragment of the national picture of the world, summarized in a word.

The study of documents and scientific works made it possible to determine the components of the concept: conceptual, cultural, value, to highlight terms to designate the national education system by thematic groups ("Educational process", "Pedagogical, scientific-pedagogical and scientific workers").

The issues of research in the concept sphere "education" are related to the ambiguity, in fact, of the words education, higher education, which are recorded in dictionaries. Among the meanings recorded in language dictionaries, the set/level of knowledge acquired in the learning process is highlighted; a system of educational activities; a system of institutions and institutions through which these activities are carried out; rarely. literacy, literacy. In pedagogical dictionaries, attention is also focused on the spiritual and metaphorical value component.

The generalization of scientific sources gives grounds to assume that the concepts of the sphere of education are verbalized through linguistic means - linguistic signs (words, phraseological combinations, free word combinations, texts), which constitute certain lexical-semantic groups. Within the lexical-semantic group of education, key nominations are distinguished, which are characterized by a high frequency of use in paremic, legislative-normative, educational-pedagogical discourses, and

their integral feature is “belonging to education”. In the structure of the concept of education, according to I. Serebryanskaya, cultural, conceptual and figurative-value components are distinguished, necessary for the identification of an object and phenomenon as a fragment of the national linguistic picture of the world.

2. To analyze the concept of education, it is important to take into account the provisions of an interdisciplinary approach, which combines the methods of linguoculturology, cognitive linguistics, pedagogical axiology, the provisions of cognitive-discursive, linguoculturological, linguoaxiological, praxeological approaches. The cognitive-discursive approach takes into account stylistic-pragmatic elements and moral-ethical guidelines of speakers that provide educational discourse. Educational discourse is defined as a set of texts united by a common theme of a person's educational activity, which finds linguistic reflection in various functional-stylistic types of texts.

The culturological approach allows us to consider the cultural component of the concept of education, ethnoculture is considered in the organic connection of the historical development of the people, its mentality, national character, self-consciousness, as one of the determining means of forming an ethno-personality. The comparative method is used to identify general and specific in the understanding of knowledge, learning in Ukrainian and Polish linguistic cultures.

The axiological context of the concept of education is considered within the framework of linguistic and pedagogical axiology; for the analysis of innovations in education, it is also advisable to apply the linguopraxeological approach, which is based on the principles of praxeology: quality, success, productivity, effectiveness, efficiency.

3. The Ukrainian and Polish national linguistic picture uniquely encodes the ethno-cultural experience of learning. Folk proverbs reflect the value orientations of the people regarding education, the national specificity of positive ideas about learning, the work of a teacher, in an instructive form they describe the life experience of generations, perform educational, voluntaristic, communicative, aesthetic functions. Also important are pragmatism, argumentation and the active influence of paremias on users, on the formation of the ability to think, reflect and know objective reality; on general intellectual development, the level of cognition, so important at the beginning of the 21st century.

Analysis of the educational and theological discourse of Pope John Paul II made it possible to determine the cultural and figurative-value components of the concept of education. A cross-cutting feature of the Pontiff's discourse is the educational factor. The concept of education is

implemented in the lexemes of education, work, teacher, person, child, language. The concept of "teacher" is presented in such lexemes as "faithful comrade", "assistant", the moral concepts of Fatherland, People, Man are priority for the teacher. In words, convictions, faith, John Paul II sought to affirm deep respect for life and dignity of Man, which is important for the development of education in Ukraine and Poland at the beginning of the 21st century.

4. The legislative educational plane of Ukraine and Poland testifies that the conceptual and terminological thesaurus of education is going through a difficult stage of formation on the path of integration into the European educational space. Among the lexemes that express the concept of education in international documents, the lexeme "Europe-2020" acquires a bright color, which is expressed in the semes: smart development based on knowledge and innovation; sustainable development and more efficient use of resources, development that promotes social and territorial cohesion.

In the Law of Ukraine "On Education" (2017), the concept of education is defined as the basis of intellectual, -spiritual, physical and cultural development of the individual, his successful socialization, economic well-being, the key to the development of a society united by common values and culture, and the state. In the laws of Poland (Ustawa o szkolnictwie wyższym), education is compared to a common social treasure and is based on universal principles of ethics. The documents focus on the lexeme quality and the need for high-quality development of higher education and science, which contributes to the formation of professional, worldview and civic competencies in the relevant field of knowledge. It was found that the priority condition of the modern educational process is to interconnect the universal (global) and the national; learning should be aimed at the formation of the spirituality of the individual, the ability to know oneself and the outside world. The difference in the educational systems of Ukraine and Poland, in the formation of teaching methods, principles of learning, etc., determines the need to study educational terminology in more detail.

Creative cooperation between educators in Ukraine and Poland is multifaceted and interdisciplinary, has naturally moved to a high level of joint activity, systematic cooperation, joint creative searches. This is a mutual need of scientists-pedagogues of both countries, scientific interpersonal communication, which, despite some obstacles and difficulties, is characterized by creativity, methodological and moral and ethical enrichment, heartfelt joy for the creative achievements of their colleagues in Ukraine and the Republic of Poland. The scientific chronicle serves as a kind of monitoring of the quality of pedagogical education in

Ukraine and Poland, strengthening the authority of pedagogical and psychological science in the international arena, the goal of which is the formation of creative personalities ready to work in conditions of technological or market changes in society.

The specificity of the professional activity of a philologist is the possession of primarily practice-oriented profile competencies. This includes mastery of the word and style, understanding of the principles of construction, reading, commenting, analysis, modeling of the text, understanding of the mechanisms and laws of communication, and the ability to argue. The above-mentioned features characterize the philologist as a cultural and linguistic personality who deeply respects the state (native) language, perfectly masters it, skillfully uses oral and written forms and stylistic varieties of the language.

5. Sociocultural contexts and globalization trends are manifested in new linguistic units. Among the lexemes actualized in scientific works, we note the lexeme “European choice of education”, which has become prominent in modern Ukrainian and Polish societies with the aim of “equaling world standards” and has been reflected in a number of cognate words: European, Europe, European-style, Europeanism.

In Ukraine and Poland, scientific research is intensifying the praxeological aspect of the concept sphere of education, the main senses of which are success, efficiency, and productivity of work, which can be caused by both globalization and mental characteristics of culture. The adjective creative also expresses its potential for use, in particular to denote certain properties of a person, his or her activities and the results of this activity (creative abilities, creative thinking, creative potential, creative approach, creative idea, creative project, etc.).

The concept sphere is enriched with the terms lifelong education, knowledge society, educational capital, learning society, international educational vocabulary competence, pedagogy, andragogy, educology. The culture of quality of innovative national security of the state is largely ensured by academic culture, academic integrity. The term academic culture has fully entered the concept sphere of education to denote the culture of learning, social, moral responsibility for research results; the culture of tolerance that is formed in the cultural and educational space of the institution, the language, ethical culture of scientific mentors and students.

In general, the concept of education combines ethnocultural and European characteristics. Lexical units convince that the concept of education in the educational Ukrainian and Polish discourse appears as a personality-oriented, socially-oriented, nationally-oriented, value-oriented phenomenon.

The formation of the academic culture of the future teacher-researcher in the conditions of a digital creative environment is considered as a complex, multidimensional process of qualitative changes in the psychological sphere of the personality, which occurs gradually, under certain organizational and pedagogical conditions, taking into account the provisions of domestic and world scientific approaches of the interdisciplinary level, based on the use of general didactic and specific principles, effective methods, forms and means of teaching.

The activities of the resource center for the professional development of teachers of the Ukrainian language and literature, which operates within the framework of the Ukrainian-Polish project and promotes educational, educational-consultative, informational-didactic, research support for the improvement of key competencies of a teacher-linguist in the conditions of an interdisciplinary educational environment at educational levels: bachelor's - master's degree of higher pedagogical education institutions - postgraduate education based on the values of pedagogy of partnership and mentoring.

FOR AUTHOR USE ONLY

LIST OF SOURCES USED

- Abramowicz, M., Bartmiński, J., Chlebda, W. (H.D.). Językowo-kulturowy obraz świata Słowian na tle porównawczym [Electronic resource]. [http://www.ethnolinguistica-slavica.org/...](http://www.ethnolinguistica-slavica.org/)
- Adab, B. (2000). Assessing Translation Competence. In C. Schäffner & B. Adab (Eds.), *Developing Translation Competence* (pp. 215-228). Amsterdam/Philadelphia: John Benjamins.
- Almaraz, M. et al. (2017). Digitalization and digital transformation in higher education: A bibliometric analysis. *Frontiers in Education*. URL: <https://www.frontiersin.org/articles/10.3389/educ.2021.00007/full>
- Anusiewicz, J. (1999). Problematyka językowego obrazu świata w poglądach niektórych językoznawców i filozofów niemieckich XX wieku. Y J. Bartmiński (Ред.), *Językowy obraz świata* (с. 261–291). Lublin: UMCS.
- Atasoy, E., & Temizkan, M. (2016). Smart multimedia learning of ICT: Role and impact on language learners' writing fluency. *Smart Learning Environments*. Retrieved from <https://slejournal.springeropen.com/articles/10.1186/s40561-016-0028-8>.
- Auer, P. (2007). The monolingual bias in bilingualism research or: Why bilingual talk is (still) a challenge for linguistics. *Language in Society*, 36(4), 525–546. https://doi.org/10.1057/9780230596047_15
- Baker, P., Hardie, A., & McEnery, T. (2006). *A Glossary of Corpus Linguistics*. Edinburgh University Press.
- Bartmiński, J. (2012). *Językowe podstawy obrazu świata*. Lublin.
- Bartmiński, J., & Tokarski, R. (1986). Językowy obraz świata a spójność tekstu. Y T. Dobrzyńska (Ред.), *Teoria tekstu. Zbiór studiów* (с. 65–82). Wrocław.
- Bernacki, M. L., & Walkington, C. (2018). A systematic review of research on personalized learning. *Journal of Educational Psychology*, 110(6), 864-881. <https://doi.org/10.1037/edu0000300>
- Bernard, R. M., Abrami, P. C., & Lou, Y. (2010). Interaction in distance education and online learning: Using evidence and theory to improve practice. Springer. <https://doi.org/10.1007/978-1-4419-1534-0>
- Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge University Press.
- Bilaniuk, L. (2004). A typology of Surzhyk: Mixed Ukrainian-Russian language. *International Journal of Bilingualism*, 8(4), 409–425. <https://doi.org/10.1177/13670069040080040101>
- Bilaniuk, L. (2005). *Contested tongues: Language politics and cultural correction in Ukraine*. Ithaca, NY: Cornell University Press.

Bilaniuk, L., & Melnyk, S. (2008). A tense and shifting balance: Bilingualism and education in Ukraine. In M. Heller & A. Duchêne (Eds.), *Language in Late Capitalism: Pride and Profit* (pp. 67–97). New York: Routledge. <https://doi.org/10.21832/9781847690883-003>

Blommaert, J., & Rampton, B. (2011). Language and superdiversity. *Diversities*, 13(2), 1–21.

Boholano, H. B. (2017). Smart Social Networking: 21st Century Teaching and Learning Skills. *Research in Pedagogy*, 7(1), 21-29. <https://doi.org/10.17810/2015.45>

Borge, M., & Johnson, J. (2018). Interaction in computer supported collaborative learning: An analysis of the implementation phase. *International Journal of Educational Technology in Higher Education*. <https://doi.org/10.1186/s41239-018-0096-9>

Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region. (n.d.). http://www.iau-aiu.net/sites/all/files/Bucharest_Dec_0.pdf

Burquel, N. (2015). Conference Report “Future of the doctorate”. European Commission, Directorate-General for Education and Culture.

Cambridge University Press. (2022). Understanding and developing Digital Literacy. *World of Better Learning*. URL: <https://www.cambridge.org/elt/blog/2022/04/07/understanding-and-developing-digital-literacy/>.

Cascio, W. F., & Montealegre, R. (2016). The Effects of Technological Developments on Work and Their Implications for Continuous Learning. *Frontiers in Psychology*. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2016.00007/full>.

Castañeda, L., & Selwyn, N. (2018). Personalisation in educational technology: the absence of underlying pedagogies. *International Journal of Educational Technology in Higher Education*, 15, 3. <https://doi.org/10.1186/s41239-018-0087-0>

Chai, C. S., Koh, J. H. L., & Tsai, C.-C. (2013). A Review of Technological Pedagogical Content Knowledge. *Educational Technology & Society*, 16(2), 31-51.

Chlebda, W. (2000). *Пłaszczyzny oglądu językowego obrazu świata*. Y S. Gajda (Ред.), *Komparacja systemów i funkcjonowania współczesnych języków słowiańskich* (T. 1, c. 164–178). Opole.

Cortini, M., Di Fiore, T., Iervese, S., & Galanti, T. (2024). Bridging the Gap between Theoretical Learning and Practical Application: A Qualitative Study in the Italian Educational Context. *Education Sciences*, 14(2), 198. Retrieved from <https://doi.org/10.3390/educsci14020198>.

Couper-Kuhlen, E., & Selting, M. (Eds.). (2018). *Interactional linguistics: Studying language in social interaction*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781139507318>

Dąbrowska, A. (2004–2005). Współczesne problemy lingwistyki kulturowej. *Postscriptum*, (2–1[48–49]), 140–155. [http://bazhum.muzhp.pl/media//files/Postscriptum/Postscriptum-r2004_2005-t-n2_1\(48_49\)/Postscriptum-r2004_2005-t-n2_1\(48_49\)-s140-155/Postscriptum-r2004_2005-t-n2_1\(48_49\)-s140-155.pdf](http://bazhum.muzhp.pl/media//files/Postscriptum/Postscriptum-r2004_2005-t-n2_1(48_49)/Postscriptum-r2004_2005-t-n2_1(48_49)-s140-155/Postscriptum-r2004_2005-t-n2_1(48_49)-s140-155.pdf)

Denek, K. (2000). *Aksjologiczne aspekty edukacji szkolnej*. Torun: Wydawnictwo Adam Marszałek.

Deppermann, A., & Haugh, M. (Eds.). (2022). *Action ascription in interaction [Studies in Interactional Sociolinguistics]*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781108673419>

Digital Education Action Plan 2021–2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

Dong, L., Hou, J. (J.), Huang, L., Liu, Y., & Zhang, J. (2024). Impacts of normative and hedonic motivations on continuous knowledge contribution in virtual community: The moderating effect of past contribution experience. *Information Technology & People*, 37(1), 502–520. <https://doi.org/10.1108/ITP-07-2022-0529>

Encyklopedia pedagogiczna XXI wieku (2004). T. 3. Warszawa: Wydawnictwo Żak.

Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher Technology Change: How Knowledge, Confidence, Beliefs, and Culture Intersect. *Journal of Research on Technology in Education*, 42(3), 255–284.

European Commission. (2020). *Digital Education Action Plan (2021–2027)*. Retrieved from https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

Fernández-de-la-Iglesia, J., & Pérez, P. (2020). Digital literacy in the university setting: A literature review of empirical studies between 2010 and 2021. *Frontiers in Psychology*. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.573961/full>.

Fortuna, J. (2023). What Is Continuous Learning and Why Is It Important? Built In. Retrieved from <https://builtin.com/continuous-learning>.

Gabriela Wilk (2013). *Semantyka pracy w aspekcie konfrontatywnym rosyjsko-polskim*. Wydawnictwo Uniwersytetu Śląskiego • Katowice 2015. https://sbc.org.pl/Content/386738/semantika_truda_v_russko-pol'skom.pdf

Gajda, S. (2010). Prestiż a język. *NAUKA*, (4), 147–162. http://www.pan.poznan.pl/nauki/N_410_18_Gajda.pdf

Gao, L., Wahono, B., & Marangunić, G. (2020). The exploration of continuous learning intention in STEAM education through attitude, motivation, and cognitive load. *International Journal of STEM Education*. Retrieved from <https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-020-00223-8>.

Garrison, D. R., & Kanuka, H. (2004). Blended Learning: Uncovering Its Transformative Potential in Higher Education. *The Internet and Higher Education*, 7(2), 95-105.

Gil-Flores, J., Rodríguez-Santero, J., & Torres-Gordillo, J.-J. (2017). Factors that Explain the Use of ICT in Secondary Education Classrooms: The Role of Teacher Characteristics and School Infrastructure. *Computers in Human Behavior*, 68, 441-449.

Göpferich, S. (2009). Towards a Model of Translation Competence and its Acquisition: The Longitudinal Study TransComp. *Translation and Interpreting Studies*, 4(2), 9-37.

Grizzle, A., & Wilson, C. (2011). Critical Media Literacy in Teacher Education, Theory, and Practice. *Oxford Research Encyclopedia of Education*. Retrieved from <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-262>.

Grybosiowa, A. (2002). Dynamika zmian językowych o podłożu kulturowym u progu XXI wieku (na materiale polskim). *Z polskich studiów slawistycznych. Seria X: Językoznawstwo*, 80–81.

Grzegorzczkova, R. (1999). Pojęcie językowego obrazu świata. *Y J. Bartmiński (Peł.)*, *Językowy obraz świata* (c. 39–47). Lublin: UMCS.

Hague, C., & Payton, S. (2021). A systematic review on digital literacy. *Smart Learning Environments*. Retrieved from <https://slejournal.springeropen.com/articles/10.1186/s40561-021-00158-0>.

Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge University Press.

Humboldt, W. von. (1988). *On language: The diversity of human language-structure and its influence on the mental development of mankind* (P. Heath, Trans.). Cambridge University Press. (Original work published 1836) https://assets.cambridge.org/97805216/67722/frontmatter/9780521667722_frontmatter.pdf

Hurtado Albir, A. (2015). The Acquisition of Translation Competence: Competences, Tasks, and Assessment in Translator Training. *Meta: Journal des traducteurs*, 60(2), 256-280.

- Inan Karagul, B., Seker, M., & Aykut, C. (2021). Investigating students' digital literacy levels during online education due to COVID-19 pandemic. *Sustainability*, 13(21), Article 11878. <https://doi.org/10.3390/su132111878>
- Jedynak, S. (Ред.). (1994). *Mały słownik etyczny*. Bydgoszcz.
- Karta nauczyciela po zmianach z 6 grudnia 2007 r. (2008). Oficyna Ekonomiczna Wydawnictwa.
- Kobayashi, K. (2019). Interactivity: A potential determinant of learning by preparing to teach and teaching. *Frontiers in Psychology*, 9, 2755. Retrieved from <https://doi.org/10.3389/fpsyg.2018.02755>.
- Koltay, T. (2011). Untangling media literacy, information literacy, and digital literacy. ERIC. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1344751.pdf>.
- Kotarbiński, T. (1958). *Wybór pism. Tom 2: Myśli o myśleniu*. Warszawa: Państwowe Wydawnictwo Naukowe.
- Krelova, K. K., Berkova, K., Krpalek, P., & Kubisova, A. (2021). Attitudes of Czech college students toward digital literacy and their technical aids in times of COVID-19. *International Journal of Engineering Pedagogy (iJEP)*, 11(4), 130–147. <https://doi.org/10.3991/ijep.v11i4.21033>
- Kwiek, M., & Maassen, P. (Eds.). (2012). *National Higher Education Reforms in a European Context: Comparative Reflections on Poland and Norway*. Peter Lang.
- Lee, J., & Hannafin, M. J. (2016). A design framework for enhancing engagement in student-centered learning: Own it, learn it, and share it. *Educational Technology Research and Development*, 64(4), 707-734. <https://doi.org/10.1007/s11423-015-9422-5>
- Lee, M., & Wang, Y. (2018). The interactivity of video and collaboration for learning achievement, intrinsic motivation, cognitive load, and behavior patterns in a digital game-based learning environment. *Computers & Education*, 123, 174-194. <https://doi.org/10.1016/j.compedu.2018.05.006>
- Leech, G., Rayson, P., & Wilson, A. (2001). *Word Frequencies in Written and Spoken English: Based on the British National Corpus*. Longman.
- Leeds Beckett University. (2023). *Practical Orientation in Education*. Leeds Beckett University. Retrieved from <https://www.leedsbeckett.ac.uk/>.
- Liu, J., & Slater, M. (2020). Authenticity, interactivity, and collaboration in virtual reality games: Best practices and lessons learned. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2020.573716>

Loima, J. (2017). Academic cultures and developing management in higher education [Electronic resource]. http://www.vink.helsinki.fi/files/Theoria_academic.html

Marangunić, N., & Granić, A. (2015). Accessibility within open educational resources and practices for disabled learners: A systematic literature review. *Smart Learning Environments*. Retrieved from <https://slejournal.springeropen.com/articles/10.1186/s40561-015-0018-2>.

McEnery, T., & Hardie, A. (2011). *Corpus Linguistics: Method, Theory and Practice*. Cambridge University Press.

McKinsey & Company. (2021). Technology is shaping learning in higher education. Retrieved from <https://www.mckinsey.com/industries/education/our-insights/technology-is-shaping-learning-in-higher-education>

MDPI. (2021). Understanding Cybersecurity Frameworks and Information Security Standards. *Journal of Cybersecurity and Privacy*. Retrieved from <https://www.mdpi.com/2227-7390/8/5/288>.

Moore, M. G. (2013). *Handbook of Distance Education* (3rd ed.). New York: Routledge.

Murphy, R. F., & Mushayandebvu, M. F. (2020). Personalized learning in digital environments. *Computers & Education*, 152, 103877. <https://doi.org/10.1016/j.compedu.2020.103877>

Ng, W. (2012). Digital literacies, social media, and undergraduate learning: What do students think they need to know? *International Journal of Educational Technology in Higher Education*. Retrieved from <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00262-4>.

Nusbaum, A. T., Thomas, J. G., & Zhang, X. (2020). Promoting access to diverse learning opportunities through open resources, equity, and accessibility. *Faculty Focus*. Retrieved from <https://www.facultyfocus.com/articles/teaching-and-learning/promoting-access-to-diverse-learning-opportunities-through-open-resources-equity-and-accessibility/>.

O'Keeffe, A., McCarthy, M., & Carter, R. (2007). *From Corpus to Classroom: Language Use and Language Teaching*. Cambridge University Press.

Okoli, C., & Schabram, K. (2010). Access and accessibility in online learning. *ED Tech Research*. Retrieved from <https://files.eric.ed.gov/fulltext/ED593920.pdf>.

Orozco, M., & Hurtado Albir, A. (2002). Measuring Translation Competence Acquisition. *Meta: Journal des traducteurs*, 47(3), 375-402.

Oxford Academic. (n.d.). Journal of Cybersecurity. Oxford University Press. Retrieved from <https://academic.oup.com/cybersecurity>.

Paweł II, J. (2000). Wychowanie jest pierwszym i zasadniczym zadaniem kultury. У S. Urbański (Ред.), Wychowanie w nauczaniu Jana Pawła II (1978–1999) (с. 130). Warszawa.

Presas, M. (2012). Translation Competence: A Complex and Multifaceted Phenomenon. The Interpreter and Translator Trainer, 6(1), 3-19.

Prior, D. D., Mazanov, J., Meacheam, D., Heaslip, G., & Hanson, J. (2016). Attitude, digital literacy and self efficacy: Flow-on effects for online learning behavior. The Internet and Higher Education, 29, 91–97. <https://doi.org/10.1016/j.iheduc.2016.01.001>

Puzynina, J. (2010). Jakie wartości współtworzą „duszę” Europy u progu XXI wieku. PAUza Akademicka. http://pauza.krakow.pl/102_34_2010.pdf

Report of Commission of the European Communities. (2018). Memorandum on Lifelong Learning. http://arhiv.acs.si/dokumenti/Memorandum_on_Lifelong_Learning.pdf

Rome Ministerial Communiqué, 2020. <https://www.enqa.eu/wp-content/uploads/2020/09/Preview-of-the-2020-Rome-Ministerial-Communiqu%C3%A9.pdf>

Schmidt, H. C. (2021). Media Literacy in a Post-Pandemic World. Faculty Focus, Retrieved from <https://www.facultyfocus.com/articles/media-literacy-in-a-post-pandemic-world>.

Seale, J. (2013). E-learning and Disability in Higher Education: Accessibility Research and Practice. New York: Routledge.

Semenog, O. (2020). Koncept „praca nauczycielska” w refleksjach nauczycieli ukraińskich i polskich: kontekst aksjologiczny. *Educația profesională și teoretică: revistă științifică de pedagogie și psihologie* (Vol. 5, pp. 59–74). Akademia specialnej pedagogiki im. Marii Ńżegorzewskiej w Warszawie, Instytut pedagogicznej oświaty i oświaty dorosłych НАПН України. Режим доступу: https://www.aps.edu.pl/media/3429578/ezu_5-2020_all.pdf. Semenog, H. (2010). Ojciec i rodzinne tradycje wychowawcze w projekcji analizy lingwistyczno-kulturologicznej. *Pedagogia Ojcostwa*, (1), 137–143.

Sapir E. The Status of Linguistics as a Science. *Language*. 1929. Vol. 5. No. 4. P. 207–214. URL : https://pure.mpg.de/rest/items/item_2381144_2/component/file_2381143/
Słownik języka polskiego. [Електронний ресурс]. https://pl.wiktionary.org/wiki/S%C5%82ownik_j%C4%99zyka_polskiego

Słownik języka polskiego. [Електронний ресурс].
<https://sjp.pwn.pl/sjp/nauczyciel;2487580.html>

Sobol, E. (Ред.). (1996). *Mały słownik języka polskiego*. Warszawa: PWN Kultura.

Spante, M., Hashemi, S. S., Lundin, M., & Algers, A. (2018). Digital literacy and digital competence in higher education: What do students need to know? *International Journal of Educational Technology in Higher Education*. Retrieved from <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-018-0080-8>.

Springer. (2022). *Lifelong learning in the educational setting: A systematic literature review*. Springer. Retrieved from <https://link.springer.com/article/10.1007/s11159-022-09903-2>

SpringerLink. (2020). *Cyber risk and cybersecurity: A systematic review of data breaches*. Springer. Retrieved from <https://link.springer.com/article/10.1007/s10207-020-00505-3>.

SpringerLink. (2021). *Information Security Management Frameworks in Higher Education*. *International Journal of Information Security*. Retrieved from <https://link.springer.com/article/10.1007/s10207-021-00591-2>.

Stanford University. (2021). *Copyright Protection: What it Is, How it Works*. Retrieved from <https://fairuse.stanford.edu/overview/faqs/copyright-basics/>

Stefańska-Jokić, K. (2006). *Przysłowia polskie*. Wrocław: Wydawnictwo Europa.

Strategia rozwoju szkolnictwa wyższego w Polsce do 2020 roku. (n.d.).

http://www.nauka.gov.pl/g2/oryginal/2013_05/59579f9e66faec82014d6d5be081ca23.pdf

Synonim.Net. *Największy internetowy słownik synonimów*. [Електронний ресурс]. <https://synonim.net/synonim/nauczyciel>

Szołtysek, A. E. (2003). *Filozofia pedagogiki: podstawy edukacji: teoria, metodyka, praktyka*. Katowice: Esse.

Szulc, A. (1984). *Podręczny słownik językoznawstwa stosowanego: dydaktyka języków obcych*. Warszawa: Państwowe Wydawnictwo Naukowe.

Taherdoost, H. (2022). *Understanding Cybersecurity Frameworks and Information Security Standards—A Review and Comprehensive Overview*. *Electronics*, 11(14), 2181. Retrieved from <https://doi.org/10.3390/electronics11142181>.

The Human Security Framework and National Human Development Reports: A Review of Experiences and Current Debates. (2006). In R. Jolly & D. Basu Ray (Eds.), *NHDR Occasional Paper 5. United Nations Development Programme*.
<http://hdr.undp.org/en/content/human-security-framework-and-national-human-development-reports>

Tokarski, R. (2001). Słownictwo jako interpretacja świata. Y J. Bartmiński (Red.), *Współczesny język polski* (c. 343–370). Lublin.

U.S. Copyright Office. (2021). *What Writers Should Know about Copyright*. Retrieved from <https://www.copyright.gov/writers>

UNESCO. (2017). *Continuous assessment for improved teaching and learning: A critical review to inform policy and practice*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000255511>

UNESCO. (2017). *Media and Information Literacy, a critical approach to literacy in the digital world*. UNESCO. Retrieved from <https://www.unesco.org/en/media-and-information-literacy>.

UNESCO. (2020). *The accessibility of learning content for all students, including disabled learners*. ED Tech Research. Retrieved from <https://files.eric.ed.gov/fulltext/ED593920.pdf>.

Uniwersalny słownik języka polskiego (2008). T. 1–4. Warszawa: Wydawnictwo Naukowe PWN. <https://sjp.pwn.pl/oferta/haslo/Uniwersalny-sownik-jezyka-polskiego-serwis-on-line;5725041.html>

Ustawa z dnia 20 lipca 2018 r. *Prawo o szkolnictwie wyższym i nauce*.
<http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU20180001668/U/D20181668Lj.pdf>

Ustawa z dnia 27 lipca 2005 roku. *Prawo o szkolnictwie wyższym*.
<https://www.nauka.gov.pl>

Voogt, J., & Roblin, N. P. (2012). *A Comparative Analysis of International Frameworks for 21st Century Competences: Implications for National Curriculum Policies*. *Journal of Curriculum Studies*, 44(3), 299-321.

Wartoft, N. (2024). *The Power of Continuous Learning: Strategies for Professional Development in the Workplace*. *Training Magazine*. Retrieved from <https://www.trainingmag.com/articles/power-continuous-learning-strategies-professional-development-workplace>.

Wasyłuk, A., & Tanaś, M. (2006). *Leksykon pedagogiczny. Angielsko-polsko-ukraiński*. Warszawa–Kijów: Wydawnictwo Naukowe NOVUM.

West, R. E., & Graham, C. R. (2007). Benefits and Challenges of Blended Learning Environments: The Student Perspective. *The Internet and Higher Education*, 10(3), 179-188.

Wiatrowski, Z. (2010). Praca człowieka – wrażliwości, nieporozumienia i realia. Y J. Zimny & N. Nyczkało (Red.), *Semper in Altum. Zawsze wzwyż* (c. 613–616). Stalowa Wola: Katolicki Uniwersytet Lubelski Jana Pawła II.

Wiley, D. (2021). Developing preservice teachers' equity consciousness and equity literacy. *Frontiers in Education*. Retrieved from <https://files.eric.ed.gov/fulltext/ED545198.pdf>.

Workshop “Measurement of Human Security”. (2001, November 30). Summary of Deliberations, Harvard University JFK School of Government. <http://www.humansecurity-chs.org/activities/outreach/measure.html>

World declaration on higher education for the twenty-first century: Vision and action. (1998, October 9). UNESCO. http://www.unesco.org/education/educprog/wche/declaration_eng.htm

World Intellectual Property Organization (WIPO). (2016). Understanding Copyright and Related Rights. Retrieved from https://www.wipo.int/edocs/pubdocs/en/wipo_pub_909_2016.pdf

World Intellectual Property Organization (WIPO). (2021). Copyright Basics. Retrieved from <https://www.wipo.int/copyright/en/>

Van Dijk T.A. *Discourse and Context: A Sociocognitive Approach*. Cambridge University Press, 2006. 282 p. ISBN-13: 978-0521895590

Xie, H., Chu, H. C., Hwang, G. J., & Wang, C. C. (2019). A systematic literature review of personalized learning terms. *Smart Learning Environments*, 6, 1-16. <https://doi.org/10.1186/s40561-019-0096-9>

Zheng, R., & Scavarelli, A. (2021). Virtual reality and collaborative learning: A systematic literature review. *Frontiers in Education*. <https://doi.org/10.3389/educ.2021.624569>

Zimny, J., & Nyczkało, N. (Eds.). (2010). *Semper in Altum. Zawsze wzwyż*. Stalowa Wola: Katolicki Uniwersytet Lubelski Jana Pawła II.

Алексєнко, Т. Ф., Аніщенко, В. М., Балл, Г. О., [та ін.]; за заг. ред. В. Г. Кременя. (2010). Біла книга національної освіти України. Інформ. системи.

Андрощук, І. (2019). Професійний розвиток науково-педагогічних/дидактичних і педагогічних / дидактичних працівників закладів вищої освіти України і Республіки Польща в контексті освіти для миру. *Освіта для миру = Edukacja dla pokoju*, 2, 153–166.

Андрущенко, В. (кер.), Бойченко, М., Горбунова, Л., Надольний, І. та ін. (2012). Філософсько-методологічні засади підвищення якості вищої освіти України: європейський вимір. Київ: Педагогічна думка.

Антологія афоризмів / [упор. Л. П. Олексієнко]. (2004). Донецьк: Сталкер.

Бацевич, Ф. С. (2009). Основи комунікативної лінгвістики (2-ге вид., доп.). Київ: ВЦ «Академія».

Беляєва, А. В. (2012). Концепт ОСВІТА в англійській, французькій, українській та російській мовах (Автореф. дис. канд. філол. наук, спец. 10.02.17). Донецьк: Б. в.

Бибик, С. П. (2015). Мовна свідомість і стилі спілкування в повсякденні. Наукові праці Кам'янець-Подільського національного університету імені Івана Огієнка. Філологічні науки, 38, 77–81.

Боднар, І. М. (2015). Концепт ОСВІТА як фрагмент мовної картини світу носіїв англійської мови. Науковий вісник Східноєвропейського національного університету ім. Лесі Українки, 4, 16–21.

Вергун, Л. І. (2004). Перекладна взаємовідповідність англійської та української освітньої лексики (Автореф. дис. канд. філол. наук, спец. 10.02.16). Київ.

Вільчинська, Т. (2018). Слово і концепт: методика аналізу. У Л. Струганець (Ред.), Лексика на перетині наукових парадигм (с. 106–122). Тернопіль: Осадца Ю. В.

Габідулліна, А. Р. (2010). Навчально-педагогічний дискурс: категоріальна структура та жанрова своєрідність (на прикладі шкільного предмета "російська мова") (Автореф. дис. д-ра філол. наук, спец. 10.02.02). Київ.

Глухова, Л. О. (2016). Вербалізація концепту EDUCATIONAL MANAGEMENT в сучасній англомовній картині світу (Дис. канд. філол. наук, спец. 10.02.04). Дніпропетровськ.

Голубовська, І. О. (2004). Етноспецифічні константи мовної свідомості (Автореф. дис. д-ра філол. наук, спец. 10.02.15). Київ. <http://referatu.net.ua/referats/7569/153925>

Гончаренко, С. У. (1997). Український педагогічний словник (С. Головка, ред.). Київ: Либідь.

Громик, Ю. В. (2015). Лексичні запозичення з польської мови в поліській говірці с. Липне. У *Pogranicza słowiańskie w opisach językoznawczych. W 110 rocznicę urodzin Profesora Władysława Kuraszkiewicza (1905–1997)* (с. 67–72).

Данилюк, В., Савіцкі, К., Рогач, О., & Моклиця, А. (2013, 25 червня). Неможливо розділити те, що не ділиться: мову, літературу, культуру... Волинська газета. <http://volga.lutsk.ua/view/888/2/>

Денисевич, О. В. (2013). Професійна картина світу українських та польських студентів: порівняльний аспект. УЗбірник наукових доповідей: Наука сьогодні: теорія, методологія, практика (Ч. 5, с. 71–75). Вроцлав.

Енциклопедія освіти / [гол. ред. В. Г. Кремень ; Акад. пед. наук України]. Київ : Юрінком Інтер, 2008. 1040 с.

Єрмоленко, С. Я. (2009). Мінлива стійкість мовної картини світу. Мовознавство, (3–4), 94–103.

Єрмоленко, С. Я., Бибик, С. П., & Тодор, О. Г. (2001). Українська мова. Короткий тлумачний словник лінгвістичних термінів. Київ: Либідь.

Жайворонок, В. В. (2006). Знаки української етнокультури: Словник-довідник. Київ: Довіра.

Жайворонок, В. В. (2007). Українська етнолінгвістика: нариси. Київ: Довіра.

Жовтобрюх, М. (2018). Контент-аналіз у дослідженні української мови. Одеса: Одеський національний університет.

Загнітко, А. П. (2008). Основи дискурсології. Донецьк: ДонНУ.

Закон України «Про вищу освіту». (2014). Відомості Верховної Ради України, (37–38), ст. 2004. <http://zakon2.rada.gov.ua/laws/show/1556-18>

Закон України «Про освіту». (2017). Відомості Верховної Ради України, (38–39). <http://zakon5.rada.gov.ua/laws/show/2145-19>

Іван Павло II. (2001). Послання Папи Івана Павла II [Електронний ресурс]. Київ: Літопис. Доступно за посиланням: http://www.litopys.lviv.ua/.../filosofija_1.html

Іван Павло II. (2005). Пам'ять та ідентичність. Бесіди на зламі століть (М. Прокопович, Пер.). Львів: Літопис.

Клименко, Н. Ф., Карпіловська, Є. А., & Кислюк, Л. П. (2008). Динамічні процеси в сучасному українському лексиконі. Київ: Видавничий дім Дмитра Бураго.

Коваль, О. (2021). Аналіз сучасної української лексики. Київ: Наукова думка.

Козубцов, І. М. (2022). Цифрова культура, цифрова грамотність, цифрова компетентність як сучасні освітні феномени. У Розвиток професійної культури майбутніх фахівців: виклики, досвід, стратегії, перспективи: Збірник V Всеукраїнської науково-практичної

конференції (Ірпінь, 24–25 листопада 2022 р.) (с. 153–156). ІПООД ім. І. Зязюна НАПН України.

Колеснікова, І. А. (2009). Лінгвокогнітивні та комунікативно-прагматичні параметри професійного дискурсу (Автореф. дис. д-ра філол. наук, спец. 10.02.15). Київ.

Коновальчук, І. І. (2016). Терміносистема базових понять педагогічної інноватики. У О. А. Дубасенюк (Ред.), *Акмедосагнення науковців Житомирської науково-педагогічної школи: монографія* (с. 138–170). Житомир: Вид-во ЖДУ ім. І. Франка.

Кононенко, В. І. (2006). Концептологія в лінгвістичному аспекті. *Мовознавство*, (2–3), 111–117.

Конституція Республіки Польща от 2.04. 1997. (1997). http://www.wipo.int/wipolex/ru/text.jsp?file_id=195330

Корпус української мови. (2023). Генеральний регіонально анотований корпус української мови. <https://uacorpus.org>

Космеда, Т. А. (2000). Аксіологічні аспекти прагмалінгвістики: формування і розвиток категорії оцінки. Львів: Вид-во ЛНУ ім. І. Франка.

Котарбінський, Т. (1963). *Вибрані твори*. М. Видавництво іноземної літератури.

Кочерган, М. П. (2004). Зіставне мовознавство і проблема мовних картин світу. *Мовознавство*, (5–6), 12–30.

Кремень, В. (2019). Освіта як запорука миру: шлях до людини. У В. Г. Кремень, В. П. Коцур, Н. Г. Ничкало, Ф. Шльосек та ін. (Ред.), *Освіта для миру = Edukacja dla pokoju: Збірник наукових праць* (Т. 1). ТОВ «Юрка Любченка». Міністерство освіти і науки України, НАПН України.

Кремень, В. Г. (2023). Підготовка вчителя: виклики і відповіді: за результатами наукової доповіді на засіданні Стратегічної сесії керівників закладів вищої освіти, 1 березня 2023 р. *Вісник Національної академії педагогічних наук України*, 5(1), 1–6. <https://doi.org/10.37472/v.naes.2023.5104>

Кремень, В. Г., Биков, В. Ю., Ляшенко, О. І., Литвинова, С. Г., Луговий, В. І., Мальований, Ю. І., Пінчук, О. П., & Топузов, О. М. (2022). Науково-методичне забезпечення цифровізації освіти України: стан, проблеми, перспективи: Наукова доповідь (18–19 листопада 2022 р.). *Вісник Національної академії педагогічних наук України*, 4(2), 1–49. <https://doi.org/10.37472/v.naes.2022.4223>

Курбатов, С. В. (2014). *Феномен університету в контексті часових та просторових викликів: монографія*. Суми: Університетська книга.

Лежньов, С. М. (2010). Англомовні неологізми сфери освіти. Науковий вісник Волинського національного університету ім. Лесі Українки. Мовознавство, (8), 195–197.

Лисиченко, Л. А. (2009). Лексико-семантичний вимір мовної картини світу. Харків: Основа.

Ліпич, В. М., Кузьменко, О. Ю., & Беркешук, І. С. (2023). Філологічна наука й освіта України в умовах війни та глобальних викликів розвитку. Академічні візії, (16). <https://academy-vision.org/index.php/av/article/view/152>

Макар, І. С. (2014). Латинізми освітньої сфери в українській мові. Науковий вісник Чернівецького університету. Германська філологія, (692–693), 65–68.

Маленко, О. О. (2010). Лінгво-естетична інтерпретація буття в українській поетичній мовотворчості (від фольклору до постмодерну). Харків: Харківське історико-філологічне товариство.

Мартинюк, А. П. (2011). Словник основних термінів когнітивно-дискурсивної лінгвістики. Харків: ХНУ імені В. Н. Каразіна.

Марьяк, Х. (н.д.). Проба історіографічного переліку польських прислів'їв і приказок. Хронологія пареміологічних збірок. <https://cyberleninka.ru/article/n/proba-istoriografichnogo-pereliku-polskih-prisliviyiv-i-prikazok-hronologiya-paremiologichnih-zbirok>

Мацько, Л. І. (2009). Українська мова в освітньому просторі (Навч. посіб.). Київ: Вид-во НПУ ім. М. П. Драгоманова.

Митрополит Іларіон. (1979). Етимолого-семантичний словник української мови (Т. 1: А–Д). Вінніпег (Канада): Накладом тов. «Волинь».

Мокринська, О. (2019). Методика використання корпусів у лінгвістичних дослідженнях. Харків: Основа.

Надутенко, М., Надутенко, М., & Семенов, О. (2022). Застосування цифрового методу у викладанні філологічних дисциплін (на прикладі віртуальної лексикографічної лабораторії). Волинь філологічна: текст і контекст, (34), 7–26.

Національний освітній глосарій: Вища освіта (2-е вид., перероб. і доп.) / [уклад.: В. М. Захарченко, С. А. Калашнікова, В. І. Луговий та ін.; ред. В. Г. Кремень]. (2014). Київ: Плеяди.

Ничкало, Н. Г. (2014). Розвиток професійної освіти в умовах глобалізаційних та інтеграційних процесів: монографія. Київ: Видавництво НПУ імені М. П. Драгоманова.

Оляндер, Л. К. (2000). Загальнолюдські цінності й людина в європейській літературі. Філологічні студії, (2), 12–16.

Освітня програма 014 Середня освіта (Українська мова і література). (2024). Сумський державний педагогічний університет імені А. С. Макаренка. https://sspu.edu.ua/images/2024/docs/opp/programa/ukrmova_angl_mova_bak_50846.pdf

Пазяк, М. М. (Упоряд.). (1989). Прислів'я та приказки: Природа. Господарська діяльність людини. Київ: Наук. думка.

Пасічник, Н. (н.д.). Реалізація концепту «Освіта» на прикладі англійських дидактичних термінів, що позначають учасників навчального процесу. www.rusnauka.com/18_EN_2009/.../48811.doc.htm

Педагогічний словник / [уклад. Н. Б. Копиленко та ін.; ред. М. Д. Ярмаченко]. (2001). Київ: Педагогічна думка.

Перебийніс, В. І. (2004). Теорія і практика укладання навчальних словників. Вісник Житомирського державного університету імені І. Франка, (17), 73–75.

Плав'юк, В. С. (1946). Приповідки або українсько-народна філософія [Електронний ресурс]. Едмонтон, Альберта. <http://diasporiana.org.ua/folklor/7784-plavyuk-v-p>

Попова, Н. М. (2013). Принцип єдності свідомості й діяльності та його відображення у взаємодії концептуальної й мовної картини світу. Проблеми семантики, прагматики та когнітивної лінгвістики, (24), 341–349.

Потебня, О. (2001). Думка й мова. У Антологія світової літературно-критичної думки ХХ ст. (2-е вид., доп., ред. М. Зубрицька, с. усієї книги). Львів: Літопис.

Професійна освіта: Словник / [уклад.: С. У. Гончаренко та ін.; ред. Н. Г. Ничкало]. (2000). Київ: Вища школа.

Радзівєвська, Т. В. (2018). Дискурсивні простори: історико-лінгвістичний вимір. Київ: ДП «Інформаційно-аналітичне агентство».

Сапарій, І. В. (н.д.). Засоби реалізації концепту освіта в сучасній англійській мові (на матеріалі роману Тома Шарпа «Porterhouse Blue») [Електронний ресурс]. <https://essuir.sumdu.edu.ua/bitstream/123456789/25394/1/Saparai.pdf>

Селіванова, О. О. (2006). Сучасна лінгвістика: Термінологічна енциклопедія. Полтава.

Селіванова, О. О. (2008). Сучасна лінгвістика: напрями та проблеми (Підручник). Полтава: Довкілля-К.

Селігей, П. О. (2012). Мовна свідомість: структура, типологія, виховання. Київ: Вид. дім «Кисво-Могилянська академія».

Семенов О. Концептосфера освіта в українському та польському дискурсах: міждисциплінарний підхід: монографія: наук.

ред. Ю.Громик. Суми : Видавництво СумДПУ імені А. С. Макаренка, 2019. 246 с.

Семенов, О. (2013). Цінності учительської праці в рефлексіях Івана Павла II. У Т. Левовицький, І. Вільш, І. Зязюн, Н. Ничкало (Ред.), *Професійна освіта: педагогіка і психологія : польсько-український щорічник* (Вип. XV). Ченстохова; Київ. Доступно за посиланням: dlibra.bg.ajd.czest.pl:8080/Content/1404

Семенов, О. (2019). Концептосфера "освіта" в українському та польському дискурсах: міждисциплінарний підхід (монографія; наук. ред. Ю. Громик). Суми: Видавництво СумДПУ імені А. С. Макаренка.

Семенов, О. М. (2007). Українська культуромовна особистість учителя (шляхи її формування в системі професійної підготовки) (Л. І. Мацько, ред.). Київ. <https://repository.sspu.sumy.ua/handle/123456789/1860>

Семенов, О. М. (2015). Краса вчительської праці у рефлексіях українських і польських педагогів. Порівняльна професійна педагогіка, (2), 137–142.

Семенов, О. М. (2017). Етнолінгводидактична культура учителя у праксеологічному вимірі. У Рідне слово в етнокультурному вимірі: збірник наукових праць (с. 461–471). Дрогобич: Посвіт.

Семенов, О. М. (2019). Професійний розвиток педагога в контексті освіти для миру. У *Освіта для миру = Edukacja dla pokoju* (Т. 2, с. 153–166). Київ: ТОВ «Юрка Любченка».

Семенов, О. М. (2023). Інноваційні платформи для розвитку медіакультури та медіаграмотності молоді. У В. А. Омеляненко (Ред.), *Інновації і трансфер технологій: методи, моделі та механізми управління: колективна монографія* (с. 319–337). Суми: Інститут стратегій інноваційного розвитку і трансферу знань.

Семенов, О. М. (2023). Підготовка вчителя української філології в умовах війни: європейські пріоритети та національний досвід. У *Trends in the development of philological education in the era of digitalization: European and national contexts* (1, 5 д.а.). Riga, Latvia: Baltija Publishing. <http://surl.li/njdjw>

Семенов, О. М. (Ред.). (2022). *Текст у дослідницьких парадигмах: теорія і практика* [Колективна монографія]. Вид-во СумДПУ імені А. С. Макаренка

Семенов, О., & Вовк, М. (2016). Академічна культура дослідника в освітньо-культурному просторі університету (Монографія). Суми: Вид-во СумДПУ імені А. С. Макаренка.

Семенюк, О. А., & Парашук, В. Ю. (2009). *Основи теорії мовної комунікації: Навчальний посібник для студентів вищих*

навчальних закладів [Електронний ресурс]. Київ: Ін Юре. http://info-library.com/book/20_Osnovi_teorii_movnoi_komunikacii.html

Сербенська, О. А., & Волошак, М. Й. (2001). Актуальне інтерв'ю з мовознавцем: 140 запитань і відповідей. Київ: Просвіта.

Серебрянська, І. М. (2018). Освіта в Україні: спостереження крізь призму мовної картини світу (Монографія). Харків: Видавництво Іванченка І. С.

Сисоєва, С. (2012). Сфера освіти як об'єкт дослідження. Освітologia: польсько-український / українсько-польський щорічник, (Вип. I), 22–29. Київ: ВП «Едельвейс».

Сисоєва, С. О., & Соколова, І. В. (2010). Проблеми неперервної освіти: Тезаурус наукового дослідження. Київ: ЕКМО.

Сітарська, Б. (2005). Теоретичні і методологічні засади дидактичних завдань з педагогіки у процесі підготовки та вдосконалення вчителів (Автореф. дис. докт. пед. наук, спец. 13.00.04). Київ: Київський національний університет імені Тараса Шевченка.

Скорина, І. (2019). Колокації в українській мові. Львів: Видавництво Львівського університету.

Словарь української мови (1958–1959). У 4 т. / [ред. Б. Грінченко]. Київ: Вид-во АН УРСР.

Словник української мови (1970–1980). У 11 т. / [редкол.: І. К. Білодід (голова) та ін.]. Київ: Наукова думка.

Словник української мови (2016). Український мовно-інформаційний фонд НАН України. <http://services.ulif.org.ua/expl/Entry/index?wordid=216374&page=1238>

Слухай, Н. В., Снитко, О. С., & Вільчинська, Т. В. (2011). Когнітологія та концептологія в лінгвістичному висвітленні (Навч. посіб.). Київ: Київський університет.

Смолінська, О. Є. (2014). Теоретико-методологічні основи організації культурно-освітнього простору педагогічних університетів України (Монографія, наук. ред. Г. П. Васянович). Суми: Університетська книга.

Стратегія національної безпеки України. (2020). Безпека людини – безпека країни. <https://www.president.gov.ua/documents/3922020-35037>

Стрелок, Н. В., Самелюк, А. В., & Мітькіна, Є. М. (2023). Відмінність і подібність систем вищої філологічної освіти України та європейських держав. Академічні візії, (18). <https://academy-vision.org/index.php/av/article/view/220>

Струганець, Л. (2012). Поняття «мовна особистість» в україністиці. Культура слова, (77), 127–133.

Тараненко, О. О. (2012–2014). Формування нової системи соціальних цінностей і пріоритетів українського суспільства (на матеріалі української мови кінця ХХ–початку ХХІ ст.). *Мовознавство*, 2012(3), 3–31; 2012(5), 13–40; 2012(6), 3–22; 2013(6), 3–26; 2014(1), 3–31; 2014(3), 3–33; 2014(5), 14–34.

Туркевич, О. (2014). Терміни української лінгводидактики на етапі гармонізації. *Вісник Нац. ун-ту «Львівська політехніка». Серія «Проблеми української термінології»*, (791), 32–35.

Українська мова: Енциклопедія / [редкол. В. М. Русанівський, О. О. Тараненко та ін.]. (2000). Київ: Українська енциклопедія. <http://litopys.org.ua/ukrmova/um210.htm>

Українська радянська енциклопедія (1977–1985). У 12 т. (2-ге вид.) / [ред. М. П. Бажан]. Київ. <http://leksika.com.ua/18920924/ure/osvita>

Філіпчук, Г. Г. (2013). *Національна освіта: особистість і суспільство*. Збірник наукових праць. Чернівці: Зелена Буковина.

Шевченко, Л. (2020). *Частотний аналіз української мови*. Дніпро: Дніпропетровський національний університет.

Широков, В. А., Загнітко, А. П., Надутенко, М., Надутенко, М., & Семенов, О. М. (2022). *Віртуальна лексикографічна лабораторія «Мультимедійний словник з інфомедійної грамотності»* [Електронний ресурс]. Український мовно-інформаційний фонд НАН України. <https://lcorp.ulif.org.ua/InfoMediaVLL/> (дата звернення: 15.09.2022)

Scientific publication

Semenog Olena

The Conceptual Sphere of Education in Ukrainian and Polish Discourses: An Interdisciplinary Approach: Monograph.
Scholars' Press, 2025.

Number of conditional printing sheets 10,1.

FOR AUTHOR USE ONLY

FOR AUTHOR USE ONLY

**More
Books!**



yes
I want morebooks!

Buy your books fast and straightforward online - at one of world's fastest growing online book stores! Environmentally sound due to Print-on-Demand technologies.

Buy your books online at
www.morebooks.shop

Kaufen Sie Ihre Bücher schnell und unkompliziert online – auf einer der am schnellsten wachsenden Buchhandelsplattformen weltweit! Dank Print-On-Demand umwelt- und ressourcenschonend produziert.

Bücher schneller online kaufen
www.morebooks.shop



info@omniscryptum.com
www.omniscryptum.com

OMNIScriptum



FOR AUTHOR USE ONLY