

Oleksandra Dubaseniuk

ORCID ID: 0000-0002-9447-4527

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## **IMPACT OF SCIENTIFIC SCHOOL ON THE DEVELOPMENT OF PROFESSIONAL EDUCATION**

WPŁYW SZKOŁY NAUKOWEJ  
NA ROZWÓJ KSZTAŁCENIA ZAWODOWEGO

ВПЛИВ НАУКОВОЇ ШКОЛИ  
НА РОЗВИТОК ПРОФЕСІЙНОЇ ОСВІТИ

### **1. Introduction**

Within the framework of constant educational changes, the activation of the creative forces of scientists, whose activities develop and enrich the intellectual and scientific potential of the state, becomes of major importance in Ukraine. One of the crucial laws of science is the sustainable continuity of ideas, concepts, research methods that make up the content of any of its branches. People of different generations, carrying out the process of scientific development, seem to pass from hand to hand the “spiritual luggage” they have accumulated. In this regard, there is a primary problem of teachers and students, older and younger generations in science, the founders of new scientific fields and their successors, i.e. the problem of scientific schools. According to S.U. Honcharenko, the creation of scientific schools is a good national tradition, which is a consequence of the peculiarities of cultural and historical development of Ukraine, in particular, this applies to scientific schools of pedagogy and psychology. The importance of the development of scientific schools was emphasized by such well-known scientists

as O.V. Anishchenko (2010), V.H. Kremen (2012), N.H. Nychkalo (2015), L.B. Lukianova (2011) and other.

Zhytomyr Scientific-Pedagogical School has existed at the Zhytomyr Ivan Franko State University since 1988, thus it represents a research team that unites different generations of scientists, who solve the scientific problem of “Professional and pedagogical training of future teachers”. During this period, numerous scientific and pedagogical staff was trained, in particular: 17 professors, doctors of sciences and more than 100 PhDs; 9 research centers and research laboratories have been established; more than 2,500 scientific publications have been prepared, including 30 individual and 20 collective monographs, 30 textbooks and manuals, 54 scientific and methodological collections of works (2016).

The aim of this article is to analyze the scientific legacy and achievements of members of Zhytomyr Scientific-Pedagogical School for more than 30 years of activity and their impact on the development of professional education.

In the legal framework (“National Strategy for Educational Development in Ukraine for 2012–2021”, “Strategy for Innovative Development of Ukraine for 2010–2020 in the context of globalization challenges”, the Law of Ukraine on Higher Education) the importance of personality formation and professionalism of teachers in accordance with modern globalization processes, international integration in the field of education is emphasized. Therefore, the purpose of modern professional education as a leading factor in social development is not limited by the obligatory mastering by future teacher/specialist only professional competence, which allows mobile response to educational change. Over the last decades scientists of the Zhytomyr Scientific School have carried out multifaceted research activities. Let’s define the main achievements of school and its representatives.

## 2. Methodological principles of scientific school activity

In the process of scientific investigation the methodological and theoretical bases of development of pedagogical education are substantiated and reviewed; modern tendencies of the process of modernization within the system of higher education are revealed and analyzed; the complex of methodological scientific approaches on the basis of the theory of fundamental education, which serves the basis of pedagogical activity and the core foundation of the process of training of future educators is highlighted; the generalized experience of HEIs (higher education institutions) of different regions of Ukraine is combined with the innovative experience of Zhytomyr Ivan Franko State University within

scientific-pedagogical school. The complexity, versatility and interdisciplinary status of the problem of professional and pedagogical training of future teachers required proper investigation in the system of coordinates set by different levels of scientific methodology, namely: the level of *philosophical methodology*, the level of *general research principles*, level of *methodology and research techniques*. Basic concepts are implemented in the activity of the scientific school, namely: the *methodological concept* includes general-philosophical, specific-scientific, paradigmatic, epistemological levels of research, as well as scientific approaches (systemic, activity, personality-oriented, axiological, culturological, acmeological, synergetic, professional, competence, etc.). The *theoretical concept* includes theories, laws, patterns, models, axioms, postulates, concepts, classifications, categories, concepts, facts, etc. and is based on the principles of universality, modeling of pedagogical processes, gradation of pedagogical education, approximation of pedagogical functions of a teacher, multiplicity of models of pedagogical education, dialectical stages and cyclicity. The theoretical concept is supplemented by the following criteria: formalization, diagnostics, integration, prognosticity (2011).

Currently, the following complex topics are being developed: “Professional training of future specialists in terms of higher education” (RK 0110U002274) – supervisor: prof. S.S. Vitvytska; “Formation of professional competence of future teachers in the context of European integration” (RK 0110U002110) – supervisor: prof. O.A. Dubaseniuk; “Theoretical and methodological principles of development of scientific and pedagogical support of a gifted person” (RK 0110U002112) – supervisor: prof. O.Ye. Antonova.

### 3. Personality-developmental aspect of research

The problem of forming a teacher’s personality in the context of globalization and European integration processes, which imply new demands due to significant improvements in educational services, intensification of information processes, the transition of society to the new era of informatization, reveals new forms of functioning and learning and corresponding ways and means to monitor them. Under the new conditions, the personal qualities of the modern teacher are radically transformed. Now he/she ceases to be the main source of knowledge, significantly increasing the requirements for his/her personality traits. Accordingly, the task of constructing a generalized and enriched conceptual model of the teacher’s personality, in the conditions of civilizational and paradigmatic educational changes, is actualized. Therefore, the issue of “Theoretical and

methodological principles of development of the teacher's personality in the conditions of civilizational changes" is curated and being developed by O.V. Vozniuk (2013).

The essence of the research implies substantiation of the following principals and methodologies for the first time: the principle of methodological areas (subject-instrumental and object-system) for their use in scientific research, namely – analysis of basic categories of the problem of teachers' personality development in civilization; logical-heuristic methodology of acquiring new knowledge in a certain direction. The principle of systemic reduction with the use of a universal philosophical model of life as a means of determining the personal qualities of an educator is applied. An integrated approach to the development of the teacher's personality in three aspects: as a personality, specialist and citizen. An integrated model of a teacher based on the author's concept of personality as a transcendental entity has been developed. The pedagogical content of the teacher's personality in the context of the development of pedagogical formations is analyzed. The regularities of the teacher's personality development in the conditions of civilizational changes, which are based on the corresponding universal paradigm, are traced. The conceptual model of teacher's personality development and the mechanism of his self-development are substantiated; the corresponding scientific and methodical system and a technique are created by O.V. Vozniuk (2009); the system of diagnostic tools for studying the problem of teacher personality development in the context of civilizational change is improved.

The practical significance of the study is to improve the process of teachers' personality development, as well as upgrading scientific and methodological system, appropriate methods, integrative special courses on practical, theoretical and methodological principles of teachers' personality development and monitoring system of the entire process. The results of the research can be used in the system of postgraduate pedagogical and continuing sustainable education to optimize the development of the personality of teachers in the process of their professional development.

The study of the problem of professional and pedagogical training involves the development of natural potential, pedagogical abilities of the teacher's personality. Thus, the problem of studying the essence of giftedness becomes especially relevant. In this regard, O.Ye. Antonova (2005, 2009) singled out a new direction in pedagogical education – "Theoretical and methodological principles of teaching gifted students in pedagogical universities". Within the outlined problem the basic philosophical and general scientific principles and

approaches to studying pedagogical talent are defined; substantiation of the logic of development of creative abilities (“endowments – abilities – giftedness – talent – genius”); the concept of “giftedness” is formulated; the model of giftedness on the basis of the orthogonal approach is developed and the model of pedagogical giftedness as a kind of professional giftedness is proved; the concept and methods of development of pedagogical talent of students in HEIs are developed; the theoretical substantiation of scientific and pedagogical support of gifted youth is carried out; the Scientific-Methodical Center for Work with Gifted Students was established.

#### 4. Innovative-technological aspect of research

I.I. Konovalchuk (2016) conducted an interdisciplinary study as follows: theoretical and methodological justification of the process of implementing innovations in secondary schools was carried out; the terminological system of concepts of pedagogical innovation is systematized; the essential characteristics of the readiness of a secondary school as a socio-pedagogical system for the perception and implementation of innovations are outlined. Theoretical and procedural-semantic aspects of technologicalization of the process of innovations are substantiated; a conceptual and semantic model of innovation implementation has been developed, which reflects the sequence of stages of conceptualization, adaptation, direct implementation, active productive use and development of innovation and specifies the content of innovative changes in the pedagogical system. Criteria, indicators and methods of monitoring the process and results of innovation implementation in HEIs are defined. The system of development of innovative competence of teachers is substantiated. Technologies for examination, monitoring of innovations and design of the process of their implementation have been improved; semantic characteristics of innovation missions, strategies, environment and structure of innovation potential of free economic zones; content and forms of scientific and methodological support of innovative activities of teachers.

The essence of the basic concepts of pedagogical innovation is analyzed, in particular, the category “innovation” is considered from the standpoint of understanding its integrity as a system, process, activity and result; content and structure of innovative competence of teachers as the main resource of innovative potential of 17 educational institutions. Models of innovation process (integration, innovation networks, strategies of fast learning and exchange of knowledge and experience) are substantiated, as well as the provisions on the

crucial role of innovative competence of teachers in ensuring the effectiveness of innovations are analyzed; essential features of innovative pedagogical system and its ability to self-organization and self-development are highlighted.

The practical significance of the research lies in the introduction of author's models and technologies of innovation implementation into the practice of secondary schools, as well as in the possibility of applying the research results for scientific-methodical and information-advisory support of teachers' innovation-based activities.

### 5. Aspect of continuous sustainable education within professional training

According to the concept of "lifelong sustainable learning" we analyze the features of professional and pedagogical training of different categories of teachers: preschool, secondary school, pedagogical training of masters.

L.V. Zdanevich (2013) investigated the topical issue "Theoretical and methodological foundations of training preschool teachers to work with maladapted children". In the course of research the theoretical basis of certain problem is identified; a model of outlined professional training has been developed, which includes: *methodological* (categories, approaches, regularities of the phenomenon); *theoretical* (conditions, essence of training, content); *methodical* (methods of diagnosis and formative experiment to prepare future specialists in preschool education to work with maladapted children) aspects; developed a concept of training future preschool professionals to work with maladapted children on the basis of humanistic, personality-oriented, technological, contextual, axiological, reflective approaches, modern theories of pedagogical and socio-pedagogical activities, professional and pedagogical training in HEIs. The pedagogical conditions of formation of readiness of future specialists of preschool education to work in the sphere under discussion are theoretically substantiated and experimentally tested; the essence and structure of the concept "readiness of the educator to work with maladapted children" are determined; criteria, indicators and levels of readiness of future preschool education specialists to work in a certain direction have been developed.

Thus, speaking about practical application, methods of diagnostics of levels of formation of readiness of future experts in the certain direction are developed; training courses "Family pedagogy", "Social pedagogy", "Theory and methods of cooperation with families", "Psychology of personality", special course "Organization of work with maladapted preschool children", modular training programs and guidelines.

Modernization of the education system in Ukraine requires the development of various corresponding systems of different types of public and private secondary schools, namely: gymnasiums, lyceums, colleges, specialized schools, educational centers. Innovative processes cause changes in the training of a modern teacher, who must be professionally competent, able to work effectively in a new socio-cultural situation. That is why the problem of “Theoretical and methodological foundations of professional training of future teachers to work in a variability of educational systems”, which is developed by V.A. Kovalchuk (2016), is highlighted and reviewed by scientific school. The researcher defines the basic concept of “educational system of school” as a holistic education that arises in the process of integrating the main components of education and upbringing, which contributes to the development and self-development of the individual, creating a unique, developmental and educational environment. V.A. Kovalchuk (2016) developed a structural and functional model of professional training of future teachers, which includes the following components: target conceptual, content, technological, performance-correcting. Theoretical analysis of domestic and foreign research, study of practical experience of educational systems of the studied secondary schools of Zhytomyr, Kyiv, Vinnytsia regions allowed to identify relevant parameters in a certain typology of educational systems, which include: value-motivational, integrity, fractality and variability, self-development.

The researcher singled out the concept of pedagogical-specialized competence, which is an integral component of personal education, which involves the possession of future teachers of theoretical and methodological, psychological, pedagogical-methodological knowledge of the nature, features, characteristics and typology of educational systems, as well as generalized knowledge and methods of professional activities of the teacher; a set of professional and value-based relations and experience of research activities in a particular educational environment of a secondary school.

The logic of the process of formation of pedagogical-specialized competence involves the movement from the acquisition of theoretical knowledge about educational systems and features of the teacher in terms of their variability to personal mastery of the necessary skills and abilities of this activity. Thus, the process of professional training of future teachers in a certain direction has a phased nature (adaptive-professional, local-professional, system-professional).

The differences between the results of experimental and control groups on the level of mastering the components of competencies (value-motivational, subject, technological, information-research, self-knowledge and self-assessment) of pedagogical-specialized competence after the formative experiment are not

accidental, moreover pedagogical technologies, creation of educational and developmental environment, observance of organizational and pedagogical requirements in the educational process are based on scientific principles and approaches.

S.S. Vitvytska (2009) explored a promising area of scientific-pedagogical knowledge – pedagogical education of masters, which is considered as a multi-functional, open, independent, unique cycle of pedagogical education, which has its functions, purpose, content, forms and methods. The scientist proved that the pedagogical training of masters is in the organic unity of general, special and individual education. The leading idea of the study is based on the provisions of the personal nature of the development of the individuality of the teacher capable of carrying out innovations. The researcher for the first time clarified the main prerequisites that led in the late twentieth-early twenty first century to continuing education, lifelong learning, graduate pedagogical education; proposed and scientifically substantiated, the concept of pedagogical training of specialists of the highest educational and qualification level “master”, taking into account modern socio-historical, socio-pedagogical changes in Ukraine and the world educational space, was review and highlighted; main features of pedagogical training of masters as a system are substantiated (acquisition of its completed form, identification of specific patterns, formation of microsystems in its structure, which made up its composition: educational training, preparation for innovation, research work, system of practices; interaction as a system of dynamic education with the conditions of existence; integration with other fields of knowledge). The foreign and domestic experience in the researched sphere is generalized; the stages of master’s degree formation in Ukraine are singled out; the theoretical and methodical bases of modernization of the maintenance of pedagogical education are defined and proved; the professional profile of the master of education is created, developed and experimentally checked; theoretically substantiated personality-oriented model of preparation of masters for pedagogical activity; experimental modular-context technology based on the principles of heuristic pedagogy was created by S.S. Vitvytska (2012).

## 6. Acmeological aspect of research

With the spread of globalization and European integration processes in the world, there is a burning need to develop a system of professional and pedagogical training as a means of forming the competencies of university students in the context of a single European educational space. N.H. Sydorchuk (2014)



proved that the process of accommodation and adaptation of a young specialist within chosen profession is accompanied by not only assessing the level of his/her professional qualifications, but also certain professionally significant personality traits that increase his/her social successfulness, competitiveness in the European labor market, responsibility for professional results, the desire for self-development, self-realization. To assess the effectiveness of professional and pedagogical training of university students (determining the level of achievement and behavioral component), the researcher introduced the concept of acmecompetence, which is identified as a competence focused on success and its achievement (reaching the top in professional activities). In fact, the author considers acmecompetence as a complex systemic phenomenon, which includes: value and content orientations of an individual; system of professionally significant knowledge, skills and algorithms of actions. The latter are formed in the course of professional and pedagogical training and affect the success rate of professional activity.

An important means of forming the competence of future professionals is the development of educational systems, in particular, the system of professional and pedagogical training of university students. The scientist formulated the basic concept of the research – the system of professional and pedagogical training of university students in the single European educational space, which is considered as a whole set of interconnected elements, thanks to which the tasks of humanization of professional (fundamental) component of university education are realized at a high scientific level.

The modeling of the outlined system is based on the concept of “multilevel model” as one that covers a number of multifunctional subsystems: external (pan-European) and internal (national). Based on the concept of the study, the author proposed a technology for implementing the designed model, the organizational basis of which is the hierarchy of goals, which determines the process of goal-setting at four levels: non-verbal and verbal activities of the teacher (accumulation of experience and development of educational and methodological support); verbal and nonverbal activities of students (reproduction of knowledge, formation of skills and personal qualities). The competence of future specialists has been investigated and its components have been singled out: motivational, semantic, operational-activity, personal.

The effectiveness of the introduction of model of the system of professional and pedagogical training of university students has been experimentally proved, as the level of formation of each of the components of professional and pedagogical competence has acquired positive dynamics.

## 7. Andragogical aspect of the study

In accordance with the concept of continuing sustainable education, andragogical approach, the problem of professional development and retraining of teachers is relevant. T.I. Shanskova investigated the theoretical and methodological principles of professional training of specialists in the humanities in the conditions of the second higher education. Special requirements are placed on the specialist, the thoroughness of his/her training, the ability to adapt to conditions of competition, which is a necessary feature of a market economy.

This requires the provision of lifelong learning, which characterizes postgraduate education as part of the system of continuing sustainable education. This creates the conditions for meeting the various educational and professional needs of an individual. All these requires deepening, expanding and updating professional knowledge, as well as improving skills and abilities based on the introduction of innovative technologies for adult learning. Today in Ukraine the second higher education is considered as a system of HEIs or their subdivisions, in which professional retraining of specialists with higher education is carried out. Second higher education is also a form of postgraduate education. In the course of the research the scientist systematized domestic and foreign experience of professional training of specialists in the humanities in terms of obtaining a second higher education; its theoretical and methodological principles, in particular, the conceptual provisions of the organization of the studied process are substantiated. On the basis of the categorical analysis of the psychological and pedagogical literature the concept of “professional training of specialists of a humanitarian profile in the conditions of the second higher education” is entered into scientific circulation; the terminological system of the concept of “humanitarian specialist”, “adult education” was specified and the place of the second higher education in the modern educational space of Ukraine was specified, in particular, in the system of continuous, postgraduate and adult education.

T.I. Shanskova (2015) developed and experimentally confirmed the relevant author’s andragogical model, characterized its components (theoretical-methodological, methodological, technological, effective); criteria and indicators of readiness of a teacher, psychologist, social pedagogue for professional activity are determined. The relevant process of professional and pedagogical training of future specialists has been improved by developing an educational and methodological complex and introducing andragogical technology.

O.A. Samoilenko (2018) conducted a comprehensive study of the genesis of adult education in Slovakia in the second half of the XX – early XXI century. The

researcher presents the results of a comparative analysis of fundamental trends in the development of educational goals in Slovakia and Ukraine; the tendencies of changes and comprehension of the updated aims, tasks, the maintenance and values of adult education in the European integration and global dimensions are characterized. At the methodological level, the need for training qualified specialists in the field of adult education (andragogues, coaches, lecturers, etc.) in the context of modern requirements is actualized; the peculiarities of using the positive Slovak experience of adult education in order to modernize the system of adult education in Ukraine taking into account the integration into the united European educational space are determined. The following aspects are specified: stages of development of adult education in Slovakia in a certain period, in the process of which is the formation of a thorough legal and theoretical-methodological basis for the development of the studied phenomenon. The position of the Scandinavian and American traditions of adult education, adapted to the conditions of the Slovak educational space under the influence of political, economic and socio-cultural factors of today, is analyzed. The semantic and structural-organizational features of adult education in Slovakia in the outlined period are highlighted; conditions for training specialists in the field of adult education by means of formal, non-formal and informal education.

## 8. Conclusions

Thus, the theoretical and methodological principles and achievements of Zhytomyr Scientific-Pedagogical School, their impact on the development of professional education are scientifically substantiated. The actual aspects of the research are determined as follows: personal-developmental, in particular the problem of formation of the teacher's personality in the conditions of globalization and European integration processes is singled out; conceptual bases of training of gifted future teachers are developed; innovation and technological aspect, which made it possible to study the process of innovation in the CEE; aspect of continuing education of different categories of pedagogical workers in professional training; acmeological aspect of research as a means of forming acmecompetences of university students. in the context of the united European educational space; andragogical aspect – provided substantiation of theoretical and methodological principles of professional training of humanities in the second higher education and research on the genesis of adult education in Slovakia in the second half of XX – early XXI century and a comparative analysis of fundamental trends in educational goals in Slovakia and Ukraine.

On the basis of the conducted research the perspective directions of work in the conditions of modern educational changes are determined: further fundamental development of theoretical and methodological bases of professional and pedagogical education, improvement of its terminological system; creation of a holistic concept of pedagogical education in Ukraine, strengthening of interdisciplinary research in the theory and practice of pedagogical education, development of value-semantic determinants of professional and pedagogical training of future teachers; further development of modern educational and methodological support. In the context of European integration in education, training should guide future teachers / professionals to understand: the values of education in general and pedagogical, in particular, in personal and professional development; the importance of practical mastery of personality-oriented, innovative pedagogical technologies; the importance of lifelong learning and focus on self-education and self-development.

**ABSTRACT:** Theoretical and methodological principles and results of the Zhytomyr scientific and pedagogical school and their impact on the development of vocational education are presented. The personal-developmental aspect of the research is highlighted, the problem of formation of the teacher's personality in the conditions of globalization and European integration processes is actualized. Theoretical and methodological bases of teaching gifted prospective teachers in the context of university education is developed. The conceptual substantiation of the process of innovation implementation in educational institutions is carried out. The peculiarities of continuous education of different categories of pedagogical workers in professional training are investigated. The theoretical and methodological principles of professional training of specialists in the humanities in the conditions of the second higher education in the context of the ideas of continuing education, andragogical and acmeological approaches are investigated. A comprehensive study of the genesis of adult education in Slovakia in the second half of the XX – early XXI century is made. The results of a comparative analysis of fundamental trends in the development of educational goals in Slovakia and Ukraine are presented. The results of the research are realized in the practical training of the prospective teachers / specialists.

**KEYWORDS:** scientific and pedagogical school, personality of the teacher, university education, innovations in educational institutions, adult education, specialists of humanitarian profile, pedagogical staff.

**АНОТАЦІЯ:** Представлено теоретико-методологічні засади та результати діяльності Житомирської науково-педагогічної школи та їх вплив на розвиток професійної освіти. Висвітлено особистісно-розвивальний аспект дослідження, актуалізована проблема формування особистості педагога в умовах глобалізаційних та євроінтеграційних процесів. Розроблено

теоретико-методологічні засади навчання обдарованих майбутніх педагогів в умовах університетської освіти. Здійснено концептуальне обґрунтування процесу реалізації інновацій у ЗНЗ. Досліджено особливості неперервної освіти різних категорій педагогічних працівників у професійній підготовці. У контексті ідей неперервної освіти, андрагогічного та акмеологічного підходів досліджено теоретичні і методичні засади професійної підготовки фахівців гуманітарного профілю в умовах другої вищої освіти. Проведено комплексне дослідження генези освіти дорослих у Словаччині у другій половині ХХ – на початку ХХІ століття; представлено результати компаративного аналізу фундаментальних тенденцій розвитку освітніх цілей у Словаччині та в Україні. Результати дослідження реалізовано у практичній підготовці майбутніх педагогів/фахівців.

**КЛЮЧОВІ СЛОВА:** науково-педагогічна школа, особистість педагога, університетська освіта, інновації в освітніх закладах, освіта дорослих, фахівці гуманітарного профілю, педагогічні працівники.

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