

THE ROLE OF HUMANITARIAN DISCIPLINES IN UKRAINE'S HIGHER EDUCATION SYSTEM IN FORMING A SOLID LEVEL OF CIVIC CULTURE

^aVITALIY MYKHAYLYK, ^bOLENA SAPYTSKA,
^cOLEKSANDR KADENIUK, ^dOLENA MYKHAYLYK

^{a,b,d}*Volodymyr Dahl East Ukrainian National University, 17, Ioanna Pavla II Str., 01042, Kyiv, Ukraine (temporarily transferred University)*
"Higher Educational Institution "Podillia State University," 12, Shevchenko Str., 32316, Kamianets-Podilskyi, Ukraine
email: ^avitalmih34@gmail.com, ^bhelensapitskaya@gmail.com, ^cakadenyuk@gmail.com, ^delenamykhaylyuk@gmail.com

Abstract: The article aims to discuss the study of the humanities in universities as the most important factor influencing the development of students' culture and the creative evolution of the individual. The methods of pedagogical influence on students are described. One of the essential tasks of higher education is the education of a comprehensively developed personality capable of competently solving the complex problems of modern life. The profound changes occurring today in all spheres of life determine the specifics of civic education and the upbringing of young people. The article's authors showed the importance of the role of the humanities in forming a solid level of civic culture, which is the basis of the civic activity of the individual. Furthermore, humanitarian disciplines create conditions for developing students' civic position and legal culture, which is the basis for the harmonious development of society and the state as a whole.

Keywords: Civic culture, Higher Education, Historical overview, Humanities, Legal culture, Pedagogical role, Social responsibility, Ukraine.

1 Introduction

Humanitarian education is a body of knowledge in social sciences (philosophy, psychology, history, philology, law, economics, art criticism, etc.) and related practical skills and abilities. The humanities study the individual, his connection with nature, society, and relationships with each other. The subjects of the humanitarian cycle have additional features since they carry a spiritual load, thereby prompting a rethinking and awareness of what is known or assimilated – making a significant contribution to forming a solid level of civic culture of the person [1].

A modern person lives in a changing world, so he must be ready for various social and professional roles for civic and personal responsibility. The upbringing of a citizen and a patriot who actively participates in public life is the most crucial task for any country. The youth is the most active and mobile group in society. Its views and moral image have an increasingly significant impact on the social and economic processes taking place in our country. Therefore, it is necessary to know the psychological characteristics of the student and the ability to influence his personality purposefully for the successful solving of educational problems in higher education at the present stage.

Humanitarianization of higher education in Ukraine, in our opinion, should focus on the essence of the person himself, i.e., be based on the following ideas: firstly, self-development is inherent in a person, which higher education should contribute to [2]; secondly, a person is open to the world and must learn to interact not only with his material but also spiritual values. The cycle of humanitarian disciplines implements essential functions of an educational and upbringing nature: the development of creative individuality, personal qualities, aesthetic taste, and value orientations.

Disciplines of the humanities cycle are necessarily present in the curriculum of each university in the prescribed amount. Each academic discipline has a standard containing a minimum list of requirements for the assimilation of educational material that is presented to the student. So, for example, students, along with professional technical disciplines, study the following humanitarian fields: as a federal component – philosophy, a foreign language, physical culture, history; as disciplines of choice – cultural studies and culture of speech, political science, sociology, psychology, and pedagogy [12]. Thus, Ukrainian universities have many humanitarian disciplines of various

orientations [7]. On the one hand, the number of hours allotted for their study needs to be increased. On the other hand, it needs to be more balanced between the humanitarian subjects themselves, which in a certain way, affects the quality of personality development. In addition, sometimes, there are serious problems associated with the content of these items.

2 Literature Review

Education brings freedom, and it is not freedom that creates education [40]. The value and significance of the humanities were discussed with renewed vigor at the beginning of this millennium. Technologization of all aspects of life leads to the emasculation of the human principle, the transformation of a person goes along the line: of an individual – personality – actor (agent of activity) → factor (human factor) → extreme rationalization of attitudes towards oneself, other people and the world → the emergence of *homo sapientissimus* (a rationalized technogenic human who prefers calculation instead of morality, programs instead of duty, and success instead of happiness). Another name for such a creature is *homuter* (homo vs. computer) [11].

The solution to the problem is seen in preserving the humanitarian component of education [21]. Students of the humanities faculties receive the skills of a dialogical, self-critical, and flexible way of thinking. They discover the world around them, and things in it are filled with meaning, so it is only possible to live a successful life in the present with knowledge of the past. They learn that understanding the world and creating a meaningful world are closely related, that the creation of such a world is the work of many people and that it is accomplished in time.

Educating civic culture issues occupied an important place in the history of political thought [4]. Ancient thinkers Socrates, Plato, Aristotle, Cicero, and Socrates emphasized that the main civil virtue is law-abiding, and knowledge of the laws is helpful to a person, contributes to his earthly happiness, and is equivalent to morality. In reflecting on the ideal state, Plato emphasized that every free person is obliged to participate in the state's government. Aristotle called a citizen someone who exercises a given state's legislative and judicial power and has a set of civil rights and obligations. According to the philosopher, the state's laws should be designed to educate citizens on essential virtues. The ancient Roman thinker Cicero put the fulfillment of civic duty above all virtues. In his opinion, civic duty is the highest duty of a person.

Furthermore, citizens must study the sciences that can make them valuable people to the state [12]. The ideas of civic education and the upbringing of civic culture were further developed during the Renaissance and Enlightenment. In the 16th century, the French thinker Jean Bodin suggested that every person should help strengthen the power and fulfill the state's laws, that is, in the language of modern political science, fulfill his civic duty and be civic active. The most important aspects of civic education are also reflected in the works of Spinoza, Locke, Montesquieu, and Rousseau. The importance of civic education and engagement can also be traced to the results of Dewey, Ushinsky, and Makarenko. All this indicates that the education of a civic culture, which is the basis of the civic activity of an individual, is the most important task of higher education.

Successful upbringing requires a correct understanding of the laws of personality development and the conditions conducive to the upbringing of universal values of the personality, its stimulation to self-development, and self-education [8]. Marx defined the essence of man as the totality of all social relations, and Makarenko developed this idea in his theory of pedagogical instrumentation. The nature of the relationship of the pupil is of

decisive importance in education. These relationships depend on his activities, daily behavior, and, in general, the quality of his life experience [5]. Proper conduct is fixed in the form of positive character traits and habits, and wrong behavior is fixed in negative ones [14]. Appropriate methods in each case must deal with negative actions. It is necessary to touch the personality according to a particularly complex instrumentation so that the student feels like a citizen and not an object of education. The concept of "instrumentation" includes the characteristic relationships between the student, the teacher, and the team, which give a particular educational effect. Makarenko created new methods of pedagogical influence (the methods of "explosion," "manifestation of indignation," and "irony") and used the standard methods of "persuasion," "condemnation," and "punishment." The combination of various instrumentations "parallel pedagogical action" when approaching the personality.

Multiple methods of pedagogical influence are formed empirically in the process of pedagogical activity [22]. Practice is a single matter, and if, in education, one recognizes the correctness of one practice, then even such a transfer of advice is impossible. A thought derived from experience is transmitted, but not the experience itself. Teachers must familiarize themselves with various techniques to choose the most appropriate one for each case [28].

3 Materials and Methods

The disciplines of the humanitarian and socio-economic cycle allow the formation of such competencies of a specialist, without which further innovative and stable development of society is unthinkable: oral and written communication in the native language, knowledge of a second language, leadership, initiative, interpersonal skills, the ability to work in a team, the ability to criticism and self-criticism, the ability to communicate with specialists from other fields, the ability to work in an international environment, adherence to ethical values, the ability to plan, make decisions, the ability to adapt to new situations, project management [36].

One of the goals of studying the humanities is to create conditions for the further democratization of society [30]. Democracy presupposes the active participation of the people in the country's political life and the recognition of the principle of equality and freedom of all people. Genuine democracy can function in a society with a high degree of general and political-cultural development, significant social and political activity of individuals and their voluntary associations, ready to defend the institutions of democracy. Within the framework of a given direction at scientific and practical conferences, students present the problems of forming a solid level of civic culture among today's youth. Civil culture implies versatile political and social knowledge, orientation to the values and rules of life of a democratic society, and mastery of these rules.

Aesthetics, ethics, cultural studies, and literature teach morality, humanity, and the ability to interact with others. In cultural studies and psychology classes, students adapt to the system of interpersonal and social relations, increase their self-realization, develop associative thinking and creative imagination, and broaden their horizons [5]. Within the framework of these disciplines, students learn the phenomenon of culture and its role in human life. However, comprehending practical, cultural studies, everyday life, and behavioral culture are no less critical. Most students understand that social and cultural knowledge will be helpful in future professional activities. Many consider the culture at the level of civilization, associating it with a unique communication style. Among culture's main features are tact, politeness, tolerance, and the ability to understand another person.

A significant role in forming a solid level of civic culture in the student's personality belongs to aesthetics, the philosophical science of beauty – in nature, art, and society [19]. But aesthetics are also beauty itself, which is essential to be able to see and

create. Of course, it is helpful for students to know the signs of beauty: harmony, practicality, sense of proportion, etc.

A special place within the framework of humanitarian education in Ukraine belongs to law [13]. The law provides unique opportunities for solving modern pedagogical problems being both a field of science and a lot of practical activity, allowing the student not only to acquire legal and related knowledge about various areas of public life but also to develop special abilities and practical skills of social action. The uniqueness of law as a specific form of social consciousness and social practice also determines the significant educational potential of legal courses.

The study of the basics of legal knowledge by engineering and technical university students is considered a condition for improving their business skills. Therefore, when choosing the content and volume of legal information in the learning process, students learn to be guided by certain principles. The most important of them are the relevance and timeliness of information (its need for everyday life at the present or shortly); concreteness and accessibility (disclosure of concepts on examples from real life); reliability and objectivity (the optimal ratio of positive and negative models).

The right of a citizen is a practical value [15]. Therefore, this tool allows one to measure one's aspirations, desires, and interests with the generally accepted norms of the hostel and achieve the set goals legally to feel confident in situations that are regulated or, under certain conditions, can be controlled by law. With this in mind, the practicality, relevance, and applicability of the legal knowledge and skills acquired by each student in real life became the criteria for selecting the material's content. The generalization of pedagogical methods' influence and the corresponding concept formation is based on the ideas of pedagogical instrumentation as a necessity in the approach to the students [37]. The starting point in the use of methods of pedagogical influence is the ascertainment of certain shortcomings in the behavior of the student and the desire to eradicate them by developing positive qualities. Each technique is due to the interaction of the following factors:

1. The peculiarity of the created pedagogical situation. For example, when "showing kindness, attention, and care," a student who has committed an offense is struck by the unexpected attention of the teacher because he understands that he did not deserve such an attitude by his behavior. But with "seeming indifference," the pedagogical effect is created due to the contrast between the teacher's expected confusion and complete self-control.
2. The content of the student's feelings in the new pedagogical environment contributes to the emergence of unknown motives for behavior and overcoming their shortcomings [23]. For example, "showing kindness, attention, and care" evokes in students joy, gratitude, appreciation, commitment to the teacher, and the desire to impress him with his good behavior. "Apparent indifference" gives rise to disappointment and annoyance in connection with an unsuccessful undertaking and, at the same time, respect for the teacher for his endurance and skill.
3. Objective physiological and psychological patterns, based on which a person has specific thoughts and feelings and positive changes in his mind [16]. So, gratitude, a characteristic of "showing kindness, attention, and care," arises from certain relationships as one of the crucial sources for developing human feelings.

The pedagogical effect of "apparent indifference" is explained by the laws of formation and inhibition of conditioned reflexes. A defiant act without the expected reinforcement loses its meaning and grounds for repetition.

4 Results

Civil culture is the level of nature and content of moral, legal, political, aesthetic, and other knowledge and skills of a person, helping him realize his civil rights and obligations and determine

his place and role in solving society's problems [24]. This phenomenon has some peculiarities. Firstly, civic culture includes a set of knowledge, skills, and abilities that determine the patterns of social activity of an individual, transmitted from generation to generation. Secondly, it is always a movement, the individual's desire for certain ideals, the development of the rule of law, and civil society. Thirdly, civic culture results from the interaction of external predestination (objective factors) that encourages a person to engage in social activity and internal necessity (subjective factors) – interests, values, needs, attitudes, etc. [17].

The reception of pedagogical influence is a way of organizing a particular pedagogical situation. Based on appropriate physiological and psychological patterns [16], students have new thoughts and feelings that encourage them to overcome their shortcomings. Pedagogical methods of education are very diverse [2, 3, 11, 15]. In order to consciously choose the means to achieve the goal of education and to be sure that the standards we have chosen are better, we must first become familiar with these means themselves. In our study, the following methods of pedagogical influence were identified: (a) persuasion; (b) encouragement; (c) the manifestation of kindness, attention, and care; (d) the manifestation of the skills and advantages of a teacher; (e) activation of the secret feelings of a person; (f) mediation; (g) flank approach, (h) the awakening of humane senses, moral support and strengthening of self-confidence; (i) organization of success in learning; (j) trust; (k) attraction to enjoyable activity; (l) exercise; (m) parallel pedagogical action; (n) order; (o) kind reproach; (p) hint; (q) seeming indifference; (r) irony; (s) debunking; (t) seeming distrust, (u) the manifestation of anger; (v) condemnation; (w) punishment; (x) explosion.

The proposed classification of techniques facilitates their practical use, but to a certain extent, it is conditional since they are not clearly distinguished from each other. These techniques can be considered from three points of view:

- The direct or indirect influence of the teacher on the student is taken into account. Among these methods, only "parallel pedagogical action" is an indirect influence;
- Slow or rapid fundamental changes in the mind of the student are influenced, for example, when using the "explosion" technique;
- The content and emotional coloring of emerging feelings and how positive changes in the student's behavior occur are considered.

Constructive techniques (persuasion, encouragement, manifestation of kindness, attention, and care, manifestation of the skills and advantages of the teacher, activation of the hidden feelings of the educatee, mediation, flank approach, awakening of humane feelings, moral support and strengthening of self-confidence, organization of success in teaching, trust, attraction to interesting activities, exercise) contribute to the improvement of behavior based on the feelings that inspire the student, for example, joy, self-confidence, respect for the teacher [31].

Inhibitor techniques (parallel pedagogical action, command, kind reproach, hint, seeming indifference, irony, debunking, seeming distrust, the manifestation of anger, condemnation, punishment, explosion) contribute to overcoming the negative qualities of the student. In pedagogical practice, both groups of techniques are combined and combined [17]. Thanks to the exceptional plasticity of the higher nervous activity of human, nothing remains immobile and unyielding, and everything can always be achieved and changed for the better so that the appropriate conditions are realized.

The humanities must:

- Take into account the general ideology of state policy [6];
- Promote the development of the regional system of higher and secondary specialized education [38];

- Provide a logically consistent presentation of educational material;
- Assume the use of modern methods and technical means of intensifying the educational process, allowing students to deeply master the educational material and gain skills in its use in practice;
- Comply with modern scientific ideas in the subject area; provide interdisciplinary connections.

The necessary conditions for the formation of a personality focused on the modern lifestyle of a highly moral person are:

- The wealth of his inner spiritual culture;
- Intellectual freedom;
- High moral potential;
- Good aesthetic taste;
- Tolerance in interpersonal and social communication [35].

The development of all these qualities is only possible with the creation of an effective system of training and education. Each educational institution has its exceptional cultural environment, reflected in the ethics of interactions, extracurricular activities, and events traditions [39]. Within the framework of the study of the humanities, the entire complex of educational tasks facing students of a technical university is practically realized. The teacher constantly interacts with the pedagogical culture when he assimilates the culture of professional activity, living and acting in a certain cultural and pedagogical environment. Being the bearer and translator of pedagogical values, he creates and develops professional culture as a subject of pedagogical creativity.

It is essential to pay attention to the relationship between the concepts of "general culture" and "civil culture" [29]. The relationship between these cultures is determined by the latter acting as a particular kind, a subsystem of culture. The concept of shared culture is much broader in content since various cultures form their richness [18]. The core uniting the general and civil culture is universal values and norms. They underlie the culture of any social community. In turn, civic culture contains specific values and standards. There are no rigid boundaries between general and civic culture. They are in the process of a two-way exchange. Part of the knowledge, values, and norms developed by civil culture can become common property. And vice versa, the culture of a society influences the formation and development of civic culture, transmitting new knowledge, values, and norms into it. In studying political science, it is imperative to find the relationship between the concepts of "civil culture" and "political culture." They are mutually intersecting subsystems of culture. Unlike civil culture, political culture is a more private concept that characterizes the political life of society. Such a culture reflects stable forms of political consciousness and people's activities, which determine the nature and direction of political processes.

5 Discussion

Thus, the general, civil and political cultures are correlated as general, special, and singular. Humanitarian disciplines perform the following specific functions in the formation of a civic culture for young students:

- The function of cognition (students learn a particular set of knowledge and skills that they need for later life (mainly for subsequent study and work));
- The function of forming a worldview and life position;
- Communicative function (role-based and interpersonal communication help students master various social roles, introduce them to the social structure of society, and provide emotional support and development) [25];
- Familiarization with the norms of morality and law, cultural values, and national traditions (there is a formation of the internal qualities of the individual behind the external rules of socially approved behavior, values, and ideals);
- Familiarization with aesthetic, political, and civil norms;

- The function of social creation (involves the implementation by students of positive (beneficial, constructive) activities about the outside world: people, society, nature), etc.

The civic culture of young students presupposes the presence of deep and systematized knowledge in the humanities, supplemented by civic knowledge [34]. Undoubtedly, civil knowledge is of particular importance since it is based on the idea of the individual's full participation in solving the socially significant tasks of society. It is this that serves as the basis for the formation of civic skills and abilities.

Civil skills are mastered in various types and organizational forms of activity aimed at solving specific problems of the functioning and development of territories, regions, and the country as a whole [26]. A civic skill is a set of skills that help the student achieve optimal results in social activities. The formation of a civic culture among young students first involves the assimilation of special knowledge related to identifying the needs of society in its reproduction and development. Humanitarian knowledge plays an essential role here, which makes it possible to ascertain the content and orientation of the needs and interests of various social communities, the majority of the country's population. In this regard, it is imperative to carry out exceptional explanatory propaganda work, which allows orienting young people towards adopting those values, which ensures the country's economic, political, and spiritual development.

The study of the humanities opens up great opportunities for this activity. In modern civic culture, the broad masses of young people, including students, are alienated from the values of the world and national culture. This primarily affects young people because their value system is in the process of formation, and their civic culture depends on how it is formed and what values young people choose.

If circumstances create the character of a person, then, therefore, it is necessary to make the events humane [10]. Thus, the possibilities of education are unlimited, and the educator's pedagogical optimism is manifested in all students' behavior. It creates conditions for the re-education of those who are challenged to educate. In pedagogical optimism, the educator's worldview is manifested [19]. His politeness, delicacy, benevolence, and respect for the personality of the educated person are realized. For the active use of methods of pedagogical influence in specific circumstances, the teacher must know the principles of education:

1. The principle of including the individual in significant activities, since only in this way can the teacher count on the full-fledged movement of the pet, which, in the conditions of an organized educational process, will ensure its self-development.
2. The principle of changing the social position as the introduction into the social technology of the educational process of conditions for the possible choice of social positions and the transition from one to another. Ideal situations for implementing this principle arise when using game methods of education with changes in the game role and, accordingly, the social position.
3. The principle of purposeful creation of emotionally enriched situations prescribes the stimulation of experiences as the most convenient psychological mechanism for the formation of social attitudes and value orientations.
4. The principle of demonstrating the consequences of the act of the educated person for the reference group, the attitude, and the assessment of which are important to him. It has been established that the practical demonstration of the troubles or joys of those people for whom the educator is not indifferent, the awareness of the evil or good that he has become a source of for them, transforms his semantic attitudes and value orientations.
5. The principle of developing personal and social reflection provides a systematic motivation to realize and analyze one's intentions and behavior, influence the feelings and

attitudes of others, predict their social expectations, counter actions to further self-regulate one's social behavior, and optimize relationships with other people.

Achieving a positive result when using a pedagogical technique depends on the attitude or trust of the student to the teacher. These feelings arise when the teacher is sincerely interested in the student's fate. The character traits of the teacher that appear in the process of using the methods of pedagogical influence are fixed and improved in his pedagogical experience. Thus, creative activity achieves good results in educational work and develops the teacher's personal qualities [9].

Other positive influences can further reinforce the impact of one technique. Some techniques themselves contain a series of actions ("organization of success in learning," "moral support and strengthening of faith in one's strength," "exercise") [32]. The positive effect of the reception of pedagogical influence is ensured when the reception is correctly selected and used. The emerging feelings of the student can determine this. Indifference indicates that the technique used did not produce the proper impact. The appearance of anger or distrust of the teacher means that a pedagogical error was made or the technique was chosen unsuccessfully.

Changes in the student's mind are complex and are achieved by combining various methods of pedagogical influence in a specific sequence following the dynamics of personality development. Some are more appropriate at the initial stage of influencing the student, others help bring things to a turning point, and others reinforce the received pedagogical victory. For example, suppose a student does not study well or behaves defiantly, trying to draw attention to himself. In that case, the teacher can see "imaginary indifference" weaken interest in such antics and the student's "attraction to interesting activities." Taking into account abilities, allow him to get carried away with helpful work and reveal himself, that is, to use moral support and support faith in one's strengths. Then the teacher can stimulate the "organization of learning success" until the student shows promising results.

The effectiveness of the techniques depends on the student's personality and many other circumstances that the teacher must take into account. It is advisable to study the described methods of pedagogical influence on students as part of a unique course for students of a managerial profile. In the first lesson, brief information about the practices of pedagogical power and their place in the system of educational work should be presented. In each class, new methods of pedagogical influence should be studied. Each technique's theoretical characteristics in the lesson are illustrated and concretized by the corresponding tasks, including literary or newspaper text and questions.

Therefore, questions to the text should be aimed at identifying the elements, the knowledge of which is necessary to reveal the essence of the reception of pedagogical influence and its main features:

- The nature of the student's fault;
- Objective conditions of pedagogical admission: the student's characteristics, family conditions, his place in the team;
- Feature of the new pedagogical situation created by the teacher;
- Objective manifestations in the student's behavior, indicating the planned shifts in his mind.

The analysis of tasks requires the student to get acquainted with the theoretical material of the corresponding technique. Then, students independently analyze examples for each method and give similar examples from their own experience, recalling individual episodes from their school life.

For a solid level of civic culture of student youth, the same values are inherent as for other social groups of the population. These include freedom, education, work, social work, respect for other people and nationalities, security, law-abidingness, etc.

These values represent the content-forming aspect of civic culture [11]. They characterize the civic position of young people, the direction of their aspirations and activity, and determine the selectivity of the attitude toward material and spiritual values.

In the student's mind, the values of a civic culture are presented in the form of ideals, goals, and norms of his life and are embodied in relationships, actions, and activities. It should be noted that the criteria of the civic culture of young students and civic values are historically changeable [27]. Nevertheless, students' adherence to the legally established principles and models in their activities can indicate how much they translate civic values into the system of their importance.

Based on the experience of teaching the humanities, four types of students can be distinguished, which differ in the level of development of civic culture [33]. The first type can be conditionally called "activists." It is characterized by knowledge of citizenship and active citizenship. Approximately a quarter of students are carriers of this type of civic culture. "Activists" are consciously guided by civic values and norms, building their role-playing behavior following them.

The second type can be conditionally designated as "missing." This group is made up of young people, characterized by the relationship between the passive position of role-playing behavior and the knowledge of citizenship. Absentists are students who have knowledge of citizenship and share civic values and norms. At the same time, they are characterized by passive behavior in society.

The third type can be conditionally designated as "developers." On the one hand, this type is characterized by partial knowledge of citizenship, an orientation towards universal values, and a readiness to participate in social activities. Among students, the proportion of representatives of this type is approximately half. They have yet to be interested in social activities. Representatives of this type are often able but do not perform prominent civil roles and are partially engaged in social activities.

The fourth type can be designated by the term "nihilists." Their characteristic features are a need for knowledge about citizenship, denial of civic values and norms, and low social activity [20]. Among students, the proportion of representatives of this type is low percentage. Nihilists are not adapted to modern conditions of life. The consequence of such a position is often their passivity, sometimes aggressiveness, and ignoring social problems in society.

6 Conclusion

The problems of civil society and civic culture are research subjects in many social and human sciences. Distinct aspects of civic culture are studied by political science, law, psychology, sociology, cultural studies, etc. Each science gives its explanation for the development of civic culture. Therefore, it is vital to reduce the knowledge of private sciences into a holistic image, substantiate the socio-philosophical understanding of civil culture, and develop clear theoretical ideas about the essence of civil culture, tools, and means of its formation. Forming a civic culture through education is possible only if it is based on historical experience and an activity approach. The core of this system is civic education.

Without exception, all subjects of the humanitarian cycle have a significant impact on the formation of a culturally highly moral personality of a future specialist. The very content of humanitarian subjects helps to develop business qualities and professional thinking from the standpoint of moral meaning. In addition, in humanities classes, students learn to select the necessary information, speak on the merits of the problem, take part in discussions, think logically, solve problems, and be able to apply the rules of interpersonal communication and etiquette.

The reception of pedagogical influence is organically combined with the daily teaching and educational work in Ukraine. The peculiarity of the pedagogical situation determines the choice of each method. The content of the student's feelings in the new pedagogical environment becomes the basis for new motives for behavior and overcoming their shortcomings, as well as objective physiological and psychological patterns, based on which specific thoughts and feelings arise in person and positive changes in his mind. Methods of pedagogical influence contribute either to the emergence and strengthening of positive forms of behavior of students (constructive methods) or to the suppression of negative ones (techniques-inhibitors). Therefore, a sensible combination of different methods is needed.

Literature:

1. Andrews, R., Cowell, R., & Downe, J.: *Promoting Civic Culture by Supporting Citizenship: What Difference Can Local Government Make?* Public Administration, 89(2), 2011. 595–610 pp.
2. Atamanyuk, S., Semenikhina, O., & Shyshenko, I.: *Theoretical Fundamentals of Innovation of Higher Education in Ukraine*. Pedagogy and Education Management Review, 2, 2021. 30–36 pp. <https://doi.org/10.36690/2733-2039-2021-2-30>.
3. Bader, A., Vovk, S., Novoskoltseva, L., Rusanova, M., & Saienko, V.: *Formation of priority tasks and strategies for education highly qualified political scientists: European experience, and Ukrainian practice*. Cuestiones Políticas, 40(73), 2022. 260–273 pp. <https://doi.org/10.46398/cuestpol.4073.13>.
4. Barker, V.: *The democratic development potential of a cultural ecosystem approach*. Journal of Law, Social Justice and Global Development, 24, 2020. 86–99 pp.
5. Belfiore, E.: *Whose cultural value? Representation, power and creative industries*. International Journal of Cultural Policy, 26(3), 2020. 383–397 pp. <https://www.tandfonline.com/doi/full/https://doi.org/10.1080/10286632.2018.1495713>.
6. Bell, D., & Oakley, K.: *Cultural policy*. Oxon: Routledge, 2015.
7. Blyznyuk, T.: *Generational Values of Generation Y: Survey of Ukrainian Senior School Pupils and Students*. Economics and Sociology, 10(3), 2017. 153–166 pp. doi:10.14254/2071-789X.2017/10-3/11
8. Boni, A., & Walker, M.: *Universities and global human development: theoretical and empirical insights for social change*. London: Routledge, 2016.
9. Brook, O., O'Brien, D., & Taylor, M.: *Inequality talk: how discourses by senior men reinforce exclusions from creative occupations*. European Journal of Cultural Studies, 24(2), 2019. 1–16 pp.
10. Campbell, A. C., & Mawer, M.: *Clarifying mixed messages: international scholarship programmes in the sustainable development agenda*. Higher Education Policy, 32(2), 2019. 167–184 pp.
11. Cerreta, M., Daldanise, G., & Sposito, S.: *Culture-led regeneration for urban spaces: monitoring complex values networks in action*. Urbani Izziv, 29, 2018. 9–28 pp.
12. Chankseliani, M.: *The politics of student mobility: links between outbound student flows and the democratic development of post-Soviet Eurasia*. International Journal of Educational Development, 62, 2018. 281–288 pp.
13. Dzvinchuk, D. I., & Petrenko, V. P.: *On improving the management of education and science of Ukraine on the basis of the concept of intellectualization*. Theory and practice of state administration and local self-government. 2016. http://nbuv.gov.ua/UJRN/Ttpdu_2016_1_6.
14. Fitzgerald, H. E., Bruns, K., Sonka, S. T., Furco, A., & Swanson, L.: *The Centrality of Engagement in Higher Education*. Journal of Higher Education Outreach and Engagement, 20(1), 2016. 223–244 pp.
15. Gorgodze, S., Macharashvili, L., & Kamladze, A.: *Learning for earning: student expectations and perceptions of university*. International Education Studies, 13(1), 2019. 42–53 pp.
16. Honchar, L., Derkachova, O., Shakhrai, V., Saienko, V., Hladoshchuk, O., & Voropayeva, T.: *Formation of psychological readiness of the teacher to implement information*

- and communication technologies in professional activities. *International Journal of Education and Information Technologies*, 15(38), 2021. 364–371 pp. doi:10.46300/9109.2021.15.38.
17. Hylton, M. E.: *The Role of Civic Literacy and Social Empathy on Rates of Civic Engagement among University Students*. *Journal of Higher Education Outreach and Engagement*, 22(1), 2018. 87–106 pp.
18. Jackson, N. C.: *Managing for competency with innovation change in higher education: Examining the pitfalls and pivots of digital transformation*. *Business Horizons*, 62(6), 2019. 761–772 pp.
19. Kassenboehmer, S. C., Leung, F., & Schurer, S.: *University Education and Noncognitive Skill Development*. *Oxford Economic Papers*, 70(2), 2018. 538–562 pp. doi:10.1093/oepp/002.
20. Kovalenko, Y.: *Comenius Jan Amos. Encyclopedia of Education*. Academy of Ped. Sciences of Ukraine. Unikom Inter. Kyiv, 2008.
21. Kryvoshein, V., Vdovenko, N., Buriak, I., Saienko, V., & Kolesnyk, A.: *Innovative educational technologies in management training: experience of EU countries*. *International Journal of Computer Science and Network Security*, 22(6), 2022. 45–50 pp. DOI10.22937/IJCSNS.2022.22.6.8.
22. Llorent, V. J., Zych, I., & Varo-Millán, J. C.: *The skill of learning to learn at university*. Proposal for a theoretical model. *Educación XX1*, 23(1), 2020. 297–318 pp.
23. Lorenzini, M.: *From Global Knowledge to Global Civic Engagement*. *Journal of Political Science Education*, 9(4), 2013. 417–435.
24. Mahuta, O. V.: *Innovation of higher education in Ukraine on the basis of attracting target capital (endowment)*. PhD thesis in Economics: 08.00.03 (051 – Economics). Institute for Training Personnel of the State Employment Service of Ukraine, Kyiv, 2018.
25. Marchak, O.: *Development of socially-directed management of general educational institutions in the education system*. Adaptive management in education. Style Izdat, Kharkiv, 2007. 159–165 pp. http://umo.edu.ua/images/content/nashi_vydanya/metod_upr_osvit/v_1/8.pdf.
26. McCowan, T.: *Higher education for and beyond the sustainable development goals*. Cham: Palgrave Macmillan, 2019.
27. Metzger, A., Ferris, K. A., & Oosterhoff, B.: *Longitudinal Associations among Civic Beliefs and Civic Involvement*. *Journal of Research on Adolescence*, 2018. doi:10.1111/jora.12423.
28. Ministry of Education and Science of Ukraine: *New Ukrainian school concept*, 2016. <https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainska-shkola-compressed.pdf>.
29. Ministry of Education and Science of Ukraine: *Strategy for the development of higher education in Ukraine for 2021–2031*, 2020. 71 p. http://www.reform.org.ua/proj_edu_strategy_2021-2031.pdf.
30. Nychkalo, N.: *Continuing education in socio-cultural dimensions*. The collective monograph (in Eds.). Drahomanov University, Department of Adult Education. Helvetica Publishing House, 2018.
31. Opposs, D., Baird, J.-A., Chankseliani, M., Stobart, G., Kaushik, A., McManus, H., & Johnson, D.: *Governance structure and standard setting in educational assessment*. *Assessment in Education: Principles, Policy & Practice*, 27(2), 2020. 192–214 pp.
32. Owens, T. L.: *Higher education in the sustainable development goals framework*. *European Journal of Education*, 52(4), 2017. 414–420 pp.
33. Quinn, B. P., & Bauml, M.: *Cultivating a Mindset of Civic Engagement among Young Adolescents*. *The Journal of Social Studies Research*, 42(2), 2018. 185–200 pp.
34. Sobolieva, S. M.: *Education as a strategic resource for innovative development of Ukrainian society*. *Foreign trade: law, economy, finance*, 3, 2012. 100–106 pp.
35. Strazhnikova, I., & Yehorova, I.: *Theoretical fundamentals of the educational process regionalization in higher education institutions of Ukraine*. *Human Studies. Series of Pedagogy*, 11(3), 2020. 39–49 pp. <https://doi.org/10.24919/2413-2039.11/43.220435>.
36. Sychenko, V. V., Martynenko, O. M., & Rybkina, S. O.: *State policy of Ukraine in the field of continuing education*. *Public Adm.*, 1(18), 134–140 pp. 2018. <http://customs-admin.umsf.in.ua/archive/2018/1/21.pdf>.
37. Teteruk, K., Datsii, N., Kartashov, E., Ivashova, L., & Ortina, G.: *Specificity of forming human capital at It-enterprises in conditions of concept lifelong learning*. *Int. J. Innov. Technol. Exploring Eng.*, 3(9), 2020. 1379–1387 pp. <https://doi.org/10.35940/ijitee.C8183.019320>.
38. UNESCO: *Global Citizenship Education*. Accessed 23 July, 2019. <https://en.unesco.org/themes/gced>.
39. Voropai, O., Pichyk, K., & Chala, N.: *Increasing competitiveness of higher education in Ukraine through value co-creation strategy*. *Economics and Sociology*, 12(4), 2019. 228–240 pp. doi:10.14254/2071-789X.2019/12-4/14.
40. Wäscher, S., & Deplazes-Zemp, A.: *Freedom of research in a democratic society: is there a contradiction between socially desirable science and freedom of research?* *EMBO Reports*, e49928, 2020.

Primary Paper Section: A

Secondary Paper Section: AB, AD, AG, AM, AO