

FORMATION OF A NEW EDUCATIONAL PARADIGM OF SOCIO-CULTURAL DEVELOPMENT OF UKRAINE IN THE NEW HISTORICAL DISCOURSE

Nataliia Zlenko¹, Crückeberg Johannes²

Abstract. The article deals with the formation of a new educational paradigm of socio-cultural development of Ukraine in the new historical discourse. Nowadays it is impossible to determine a single determinant of the development of human society. In the system of humanities there are different concepts of the determining factors of social development, but, according to the authors, the priority place in the formation of a new system of social relations and global development is occupied by socio-cultural factors. This problem is becoming increasingly important and requires serious socio-empirical research and scientific analysis. The article is an attempt to substantiate the need to define a new paradigm in education, caused by the factors of socio-cultural development, even in the most difficult period for Ukraine. The article identifies the socio-cultural determinants of the educational paradigm in modern Ukrainian realities. Social being and processes of culture formation are in dialectical unity. Evidence of this unity is the presence of social determinants in culture. Among the main factors that influence its development is heredity, that is, the connection of generations. That is why socio-cultural factors play a leading role in the overall impact on the development of society and the management system in particular. The main features of the project of socio-cultural development of Ukrainian society include: creation of the Institute of Science; emergence of an "intermediate environment" and qualitative change of the educational institution itself. Educational innovations have become especially relevant since the beginning of the large-scale war unleashed by the Russian Federation on the territory of Ukraine. The functioning of the education system under martial law is characterized by an intensive search for new approaches to education, innovative forms of organization of the educational process, effective pedagogical and information technologies. For example, students from all over Ukraine who have access to the Internet can use the materials of the school "Optima" after registration, the team of the online school "Grand Expo" has opened access to 532 case lessons for the period of martial law in Ukraine, the Center for Distance Education "A+" conducts lessons in ZOOM for all children of Ukraine. In wartime, it is also important to create a protected educational environment and organize the educational process, especially for those children who have suffered psychological trauma. For the modern Ukrainian society, higher education is determined as the foundation of personal development, a priority area of state policy, so it is not accidental that scientists are interested in the study of various aspects of the functioning of higher education. From the point of view of socio-cultural planning, higher education should be considered as a project aimed at shaping the worldview of the individual, equipping him/her with knowledge, educating a patriot and citizen of the state. And since these strategic tasks are a contribution to the future, the future of the people and culture will depend on their implementation. Under the influence of the processes of socio-cultural transformations, scientific knowledge should become a tool that will allow to respond decisively to the modern challenges of society. And it will become a solid foundation for further development and prosperity of Ukraine in the world.

Key words: socio-cultural determinant, educational paradigm, historical discourse, socio-cultural development, war in Ukraine.

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¹ Educational and Scientific Institute of Culture and Arts,
Sumy State Pedagogical University named after A. S. Makarenko, Ukraine (*corresponding author*)
E-mail: tokarenkonat@gmail.com

ORCID: <https://orcid.org/0000-0003-2598-4336>

² Research Institute Social Cohesion (RISC),
Section Hannover, Leibniz Universität Hannover, Germany
E-mail: johannes.crueckeberg@uni-hildesheim.de
ORCID: <https://orcid.org/0000-0001-6850-1168>



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1. Introduction

It is a well-known fact that the 21st century is marked by the intensive development of the new forms of information and communication technologies. New scientific achievements and the general global health situation lead to the need to adopt new non-standard solutions and reform the education sector as a whole. This situation has become especially acute in Ukraine since February 2022, when a full-scale war between Ukraine and Russia began. According to statistical estimates, almost 6 million people were forced to leave the country, and almost 10 million people became internally displaced. Among them, the vast majority are women, children, adolescents and young people of pre-conscription age, and this is exactly the contingent of the educational environment.

The introduction of prolonged quarantine restrictions earlier, as well as military actions in Ukraine for an indefinite period, force educational institutions to look for new forms of education. And not just to move from the usual offline face-to-face education to blended and distance learning, but to launch new forms of transmission and preservation of Ukrainian culture and traditions. There is an urgent need to invent innovative forms in conditions of limited resources and opportunities.

The educational process of youth coincides with the period of formation of value consciousness, its moral and professional qualities. And now, more than ever, in order to support statehood and Ukrainian self-identification, there is a need to create a socio-cultural educational environment that adheres to the principles of tolerance, creativity, interpersonal communication in order to reproduce the values and cultural norms of Ukrainian society, consolidation and dissemination of cultural innovations around the world (Zlenko, 2020).

It is impossible to determine a single determinant of human society development. In the system of humanities, there are different concepts regarding the determinants of social development, but, according to the authors, socio-cultural factors occupy a priority place in the formation of a new system of social relations and global development. This problem is becoming increasingly relevant and requires serious socio-empirical research and scientific analysis.

The article is an attempt to substantiate the need to define a new paradigm in education, caused by the factors of socio-cultural development, even in the most difficult period for Ukraine.

2. Determination of socio-cultural determinants of the educational paradigm in modern Ukrainian realities

Education and upbringing are the most important issues of human existence, as they have a direct and

immediate connection with its evolution. Revealing the inner essence of man and shaping his character, they form the man himself. That is why much attention has always been paid to them. The fate of both an individual and the entire Universe depends on them. All nations and states always care about preparing a generation that meets modern requirements in the person of their children.

The works of foreign scientists who study the problems of national identity and its upbringing are based on the theory of social identity, civic identity, because a person in the process of education presents himself as a member of society, organization, state (R. Brown, M. Petchen, G. Harris, J. Cameron etc.); on the processes of identification of a person with their nation and demonstration of belonging to their nation (S. Salfet, R. Ayala, A. Mummendey, A. Klink, etc.); on the determination of the European national identity, that affirms the existence of the European nation in its real and abstract senses (M. Hroch).

It is also possible to draw a parallel with the ideas of the famous Ukrainian thinker Ivan Franko, who paid considerable attention to the problem of the general progress of Ukrainian society and, above all, self-organization at the community level. He emphasized that the social self-realization of Ukrainians is absolutely necessary in the context of the general development of human civilization, but at the same time it is an integral, "organic", "natural" component of the process of "emancipation of the human unit" (I. Franko, 1986). Without individual development and growth in the spiritual sense, general socio-cultural development and any manifestations of social interaction and self-organization are impossible.

In this aspect, it is appropriate to use the concepts of "sociocultural sphere", "sociocultural space", "sociocultural dynamics" introduced into scientific circulation by the famous sociologist P. Sorokin as components of his integral sociocultural system. It is important to understand the deep meaning of all these phenomena of sociocultural direction. P. Sorokin himself emphasizes that they do not need to be explained in terms of the psychological characteristics of their members, and even vice versa, "psychological characteristics should be explained in terms of the properties of the socio-cultural interaction in the matrix of which they are embedded." (Zhyvohliadova, 2020) Thus, the structural and dynamic properties of a social system are not a simple sum of individuals.

Interaction changes their biological and psychological characteristics and produces socio-cultural reality, so the researcher considers society and culture as a single phenomenon through the prism of which all forms of human life should be studied.

A similar position is also taken by P. Bourdieu, a well-known researcher of social space or so-called social

field. His social space is a kind of ensemble of various fields, including political, religious, economic, cultural, ethnic, which live according to their own laws. He interprets space as a field of forces, or rather – "a set of objective relations of forces that are imposed on everyone who enters it, and which are not reduced to the intentions of individual agents, as well as to their interaction." (Bourdieu, 2005) In fact, this concept resonates with the socio-cultural space of P. Sorokin with an emphasis on the uniqueness and objectivity of the interaction process itself. Obviously, P. Bourdieu offers his version of the classical structure of the social system, in which traditionally there are three spheres: economic, political and spiritual, which are actually closely intertwined.

The question of the structure of the social system is directly related to the problem of determining the main factors of development of both the system as a whole and its individual component, in this case – public administration. In this paper, the authors substantiate their position on socio-economic factors, defining them as derivatives of socio-cultural factors. As for the classical system of political factors, they are associated, on the one hand, with the processes of gaining, retaining, transferring power and struggle for it, and on the other – with the development and implementation of state policy. The analysis and consideration of the influence of the political factor on the process of forming a new educational paradigm is important and relevant for understanding the widest range of socio-cultural system and socio-cultural dynamics, since it is based on the following socio-cultural processes: citizens' trust in government, political activity, responsibility of the state and local governments, activity and level of development of civil society, the rule of law, the level of freedom and justice in society, the level of civic culture (Atamanyuk, 2017).

Now these factors are the most important for the formation of Ukrainian mentality and identity of Ukrainians. These factors played the most important role in the formation of the defense forces and army of Ukraine.

In the processes of social interaction, such a factor as social capital plays an extremely important role. P. Bourdieu, who, in fact, introduced this concept into scientific circulation, defines it as a system of existing social relations. He emphasizes that the main driving force of economic development is human resources, and the level of education and cultural development in general are the determining factors of all processes of social dynamics, in particular, economic and political subsystems. Therefore, from his point of view, the most significant component of social capital is cultural capital. Through cultural capital, the main goal of reforming the modern

education system can be realized – the transition from a complex vertical structure to simple organizations consisting of a horizontal network of autonomous self-governing communities. Power is determined by the degree of ownership of capital, and capital can be different (Bourdieu, 2005). Thus, the researcher demonstrates the unity and interdependence of such important concepts as power and political relations; capital and economic relations with the concept of "culture" in its broad sense, which unites all the knowledge, skills and system of values developed by a particular society.

Social existence and processes of culture formation are in dialectical unity. Evidence of this unity is the presence of social determinants in culture. Among the main factors that influence its development is heredity, that is, the connection of generations. The influence of culture on its future development is considered by researchers as one of the "internal mechanisms of cultural dynamics". Without this, cultural development and formation of national culture is impossible (Hook, 2019).

First of all, it is appropriate to note that we interpret the concept of "culture" as a unique phenomenon that generally covers all human activity and the entire system of human relations. Culture is a kind of mechanism that is built into the information process and produces and broadcasts socially significant information. In other words, the product of culture is social information, that is produced and stored in society with the help of symbolic means. According to the famous Dutch researcher H. Hofstede, it is the Software of the Mind (Hofstede, Hofstede, Minkov, 2010). And although human behavior is only partially determined by its mental programs, a person has a basic ability to deviate from them and react differently: in a new, creative, destructive or unexpected way. At the same time, culture has always been a collective phenomenon, common to people who live or have lived in the same social environment. It consists of unwritten rules of the social game. It is therefore a collective programming of consciousness that distinguishes members of one group or category of people from others. In addition, each individual community has the ability to preserve its distinctive culture for generations to come, despite the diverse and numerous forces of change, because the deeper layers remain stable and they are the core of this identity.

That is why socio-cultural factors play a leading role in the overall impact on the development of society and the management system in particular.

So, the task of their classification arises.

Cultural qualities, hidden in socially conscious individuals and societies, are manifested in all achievements of human civilization and form a complex socio-cultural space, which is characterized by its own original mentality, its own system of

knowledge, religious beliefs, its own worldview and its own unique system of values (Kostiuk, 2022).

In the modern world, empirical studies of the problem of values and value expectations, which are the semantic core of each individual cultural organism, are becoming increasingly widespread. Among such empirical studies, one of the most popular and effective today are cross-cultural studies in the direction of the process of globalization of humanity as a whole and each country separately.

Two main tasks of cross-cultural research were clearly formulated by the researcher E. Aronson. The first task is to find out to what extent a certain psychological phenomenon or process is considered universal and can be applied to explain the behavior and understanding of the psyche of all people on the planet. The second goal is to find differences between people belonging to different cultures and to explore how culture affects basic mental phenomena and processes (Aronson, Wilson, Eickert, 2002). Considering these important tasks, such well-known researchers as S. Schwartz, G. Hofstede, R. Inglehart have developed original practical methods, on the basis of which comparative studies are conducted to determine the value system of coordinates in different countries in the conditions of globalization in the modern world.

The generalization of the developments of all the above-mentioned researchers allowed the authors to form their own classification of the main socio-cultural factors that influence the development of management and the formation of statehood at the present stage. According to the authors, the basis of any processes of a certain society is, first of all, the historical factor. Understanding of the whole complex social system at the present stage of existence of the Ukrainian state is impossible without a deep historical excursion and analysis of the processes of state-building in the past, the processes of formation of public consciousness. However, it is appropriate to emphasize that a true historical analysis does not simply consist in ascertaining historical facts, but requires a detailed rethinking of key ideas, basic values, which have a decisive influence on the formation of the entire complex system of social interaction of modern societies (Petrova, 2007).

The following three factors in the classification of the authors of the work are so intertwined that it is advisable to combine them into a subgroup called "socio-psychological basis of public administration".

However, they belong to the cohort of socio-cultural factors, since we adhere to the position of P. Sorokin that psychological characteristics are part of the overall socio-cultural matrix of society. In fact, this is a deepening into the layers of the collective unconscious of the nation, the analysis of which is extremely important for understanding

the specifics of the value core of culture, on which a particular society has grown and formed its own original system of social relations.

Three components of this socio-psychological base were identified: 1) mentality; 2) collective memory; 3) national and cultural identity.

Mentality is a special way of thinking, specific to a certain community, not always conscious; it is a system of values that is lived, but not prescribed (they are the deep basis of the experience of coexistence of a certain community). It is formed, first of all, as a component of the psychological base of social being of a person of a certain culture. It is about the ability of human consciousness to perceive the world within certain limits, a kind of matrix, on the basis of which the system of values, manner of behavior, way of perceiving the world and other important components of the socio-cultural supersystem are formed.

According to researcher M. Halbwachs, the collective memory is defined as an active past that shapes our identity. The researcher associates the process by which individual memories are integrated into collective memory with tradition, which preserves, consolidates or modifies social boundaries: "our individual thinking is able to remember only because it is located within this social framework and participates in collective memory." (Hofstede, Hofstede, Minkov, 2010)

The author considers the "social framework" as an integral system of social values, traditions, ideals that outline the boundaries of a person's worldview in accordance with the social group with which he identifies himself.

Cultural and national identity, being formed in a certain socio-cultural environment in a specific spatial and temporal continuum, is based on a conscious choice and depends on the rational awareness of the individual, ethnic group, nation of common historical, political and civil values.

This group of factors, which constitutes the socio-psychological basis of the socio-cultural matrix, directly affects the formation of the worldview of society, which occurs at the highest, visible level. The system of values, which is established in the course of historical development and deep psychological processes, is the basis of national and cultural identity and the main manifestation of mentality, penetrating into the deeper layers of the psyche with the determining vector of collective memory and laying the foundations of the worldview of society. Through the value component of the worldview, the civic culture of society is established, the specifics of economic activity are manifested and social capital is formed, which in the complex of social interaction directly affect the system of state-building, therefore they are the main socio-cultural factors of its development.

3. Main features of the project of socio-cultural development of Ukrainian society

At the same time, the transformation of education is a direct consequence of the changes that are taking place in culture. Therefore, "the crisis in the educational process, and not only in Ukraine, is a reflection of the general spiritual crisis at the turn of the millennium. On the other hand, transformational phenomena in education occur under the influence of internal factors, that is, caused by innovative processes in the educational and pedagogical activity itself." (Hook, 2019)

According to the authors, among the socio-cultural factors that served as a source of formation of a qualitatively new education system, it is advisable to highlight the following (Ivanii, Vertel, 2020):

- the emergence of the institute of science;
- the emergence of an "intermediate environment" related to the consolidation of knowledge in the word, which includes printing, means of copying information, means of preservation (libraries), reproduction and conservation of knowledge in the form of a printed word;
- the qualitative change in the institution of education itself.

Education together with science are becoming the main dominants in society.

Education in the 21st century is continuous, as a person has the opportunity to study throughout his life, it is also multi-level and paid. The continuity of education is determined by the informatization of society, the need for constant updating of knowledge, technology and professional development. Multilevel education corresponds to the idea of its continuity. On the one hand, it provides a variety of educational needs of a person for personal development and self-realization, and on the other – its professional training, which should become the basis for changing social status.

Since knowledge is the most important resource in the information society, it is for possessing it that one should pay. Science is a special sphere of spiritual culture. Science is "a branch of culture that is associated with specialized activities to create a system of knowledge about nature, society and man." (Prokopenko, Omelyanenko, 2018) Science is one of the most important determinants of spiritual culture. "Its special place in spiritual culture is determined by the importance of knowledge in the way of human existence in the world, in practice, in the material transformation of the world." (Ivanovska, 2018)

Hook O. (2019) notes that classical European education has lost its spiritual values, it is aimed at ensuring the development of only professional and intellectual abilities, ignoring the moral qualities

of the individual. Not only education has changed, the meaning of its acquisition for the majority of young people has also changed. Its pragmatic nature becomes more and more obvious: to get a highly paid profession, to make a career, to achieve success, etc. The transformation of values is reflected in the changing attitude of young people to education. The value of highly skilled labor has increased, especially in commercial structures. "By the level of importance among the values of labor activity, the factor of high salary came to the first place." (Ivanii, 2020) If once the specialty was chosen by the call of the soul, now people appeal more to the material side of life, choose a specialty that would bring money and material support in the future. So, now education has become one of the means to achieve material well-being. Therefore, the question is whether education remains a dialogue in search of truth or is just a form of adaptation to the changing conditions of the social environment.

In the conditions of modern Ukraine, there is a socio-cultural adaptation of citizens to two contradictory processes of modernization (Western-style) and traditionalist national-restorative nature.

4. Development of Ukrainian educational space under martial law

Ukraine's access to the path of innovative economic development has led to the modernization of all sectors, including the educational sphere. Educational institutions that implement innovative developments in their activities, actively use the achievements of science, are the driving force behind the promotion of innovative development and the necessary essential transformations in the education system.

The development of innovative technologies becomes the basis for large-scale educational reforms that turn education into a productive sector of the economy.

The fundamental principles of educational changes, defined by the Concept of the New Ukrainian School, explain the ideology of transformations in education, outlined by the Laws of Ukraine "On Education", "On Complete General Secondary Education" and the main directions of its reform to create a new modern educational environment, prerequisites for innovation, introduced by the new State Standards of all levels of education. The educational process can be considered perfect only when it provides not only successful satisfaction of today's social demands, but also defines general approaches to solving the problems of the future. The formation of the intellectual elite of the nation (scientists, researchers, public figures, innovators-entrepreneurs) is another basic component of the development of education, it is the support of future leaders of world science

and Hi-tech, the introduction of STEM-education, equipping of appropriate laboratories, raising the status of the teacher as a professional elite of the nation (Ivanovska, Shulgina, 2018).

Innovation in education is considered as a realized innovation in the content, methods, techniques and forms of educational activities and personal development (such as methods, technologies), in the content and forms of management of the education system, as well as in the organizational structure of educational institutions, in the means of education and upbringing, in approaches to social services in education.

The spread of innovative technologies in the field of education has become an objective regularity determined by the new philosophy of education. Innovations should be considered as effective and productive in the content, methods, means and forms of education and upbringing of the individual, in the management of the education system, in the organization of the educational process, in the structure of educational institutions.

Innovations became especially relevant with the beginning of the large-scale war unleashed by the Russian Federation on the territory of Ukraine, when it became vital to make quick, non-standard, essentially innovative decisions.

The functioning of the education system under martial law is characterized by an intensive search for new approaches to education, innovative forms of organization of the educational process, effective pedagogical and information technologies. That is why the support of active implementation of innovations in the educational sphere during the war has become one of the key areas of work of the Ministry of Education and Science of Ukraine and its subdivisions.

It is worth noting that in this difficult time, educators themselves have become more active in finding ways to solve problems in the organization of education of students. Many educational institutions have opened platforms with their educational materials for free access. For example, school-children from all over Ukraine who have access to the Internet, after registration, can use the materials of "Optima-school" – an educational online platform from the scientific lyceum named after Klim Churyumov. For the period of martial law in Ukraine, the Grand-Expo online school team has opened access to 532 case lessons that can help children learn, develop, and distract from the problems associated with the war. For the same period "Atmospherna school" has offered to join the "Listener" package free of charge. Distance education center A+ conducts ZOOM lessons for all children of Ukraine (Scarlet, 2022).

In the conditions of war, the issues of creating a comfortable educational environment and organizing

the educational process have become important, especially for those children who have suffered psychological trauma. With the support of Olena Zelenska, the National Program of Mental Health and Psychosocial Support was launched to provide psycho-emotional support to the population during the war, to train teachers to work with children.

To assist the specialists of the psychological service of the education system of Ukraine, a cross-cutting educational program on extracurricular valeducational education "Fundamentals of life safety in the conditions of hostilities" and methodological recommendations for this program were developed, the best practices of psychological and pedagogical support and support of participants in the educational process in the conditions of hostilities and armed conflicts, such as: "Stress as a resource", "Psychological support and support for adults and children in crisis situations: workshop", "Features of the organization of distance learning in martial law", "First psychological assistance to participants of the educational process during and after the end of hostilities", "Self-help under stress", "Palms of Peace" and others (Scarlet, 2022).

Both during the war and after its end, the main task of the education sector is to ensure the quality of education at all levels. Therefore, it is quite natural to conduct scientific research in education and implement their results in practice, introduce innovative technologies, provide educational institutions with new teaching aids, scientific, methodological and educational literature.

5. Socio-cultural design of the educational paradigm of Ukraine

Higher education for modern Ukrainian society is defined as the foundation of personal development, a priority area of state policy, so the interest of scientists in the study of various aspects of the functioning of higher education is not accidental. From the point of view of socio-cultural planning, it is also possible to consider higher education as a project aimed at shaping the worldview of the individual, providing him/her with knowledge, educating a patriot and citizen of the country. These strategic tasks are a great contribution, because the future of people and culture depends on their implementation.

The scientists N. Ivanovska, V. Shulgina, and O. Yakovlev rightly note, that the sociocultural design is an organic synthesis of cultural and social aspects of human existence, aimed at the development of society on the basis of innovative technologies together with the preservation of the peculiarities of the national mentality and archetypes of the culture of the nation. It includes innovative and research

activities (Ivanovska, Shulgina, Yakovlev, 2018). Specifying these types of activities, it can be noted that innovative activity is the implementation of socio-cultural projects in modern Ukrainian society, and research – in the implementation of the project concept as a technology, mechanism. According to I. Petrova, design is interpreted as a set of interdependent measures aimed at achieving of the certain goal with the limited time, budget, personnel and other resources (Petrova, 2007).

Within the framework of design theory, it is determined that higher education is a design of socio-cultural development of modern Ukrainian society, which is due to the following features:

- purposefulness: in a broad sense – the functioning of the higher education system is aimed at innovative development of the country, self-realization of the individual, meeting the needs of society, the labor market and the state in qualified specialists. In a narrow sense, it is aimed at mastering by a particular person the knowledge, skills, abilities, acquisition of views, values and other personal qualities that are defined within each specific educational program as program learning outcomes;
- integrity – is ensured by the functioning of the educational environment, or, according to the theory of socio-cultural design, the life field, which provides not only opportunities for the formation of an individual educational trajectory of each student, but also provides for the encouragement of students to participate in socio-cultural projects, academic mobility programs, including international. This contributes to the development of the cultural potential of our country, the growth of its positive image in the international arena: foreign citizens enter our higher education institutions, in particular, educational programs in the field of knowledge 02 Culture and Art, 024 Choreography, 025 Musical Art, 028 Management of socio-cultural activities;
- limited in time and space – this feature is fixed in each specific educational program at each educational level;
- innovativeness – higher education as a project of socio-cultural development of modern Ukrainian society is constantly improving, thanks to the development of scientists on topical issues, the introduction of distance learning technologies, the implementation of student-centered learning. For example, many universities successfully operate a distance learning system based on the Microsoft Office 365 (Teams) platform. The innovative nature of modern higher education is determined by the objective reasons for the evolutionary development of society;
- adaptability to external conditions – even in the context of both the coronavirus pandemic and the armed military aggression launched by Russia, higher education continues to function – Ukrainian higher education institutions have been relocated from the

temporarily occupied territories, the educational process has been launched in a distance form, academic staff and students demonstrate their own active civic position, mutual respect, partnership. This leads to another important aspect – communication techniques and the ability to use partner technologies are important for project implementation. The project environment, its participants, project team members, stakeholders generate a huge number of relationships and information flows.

6. Conclusions

Despite the difficult conditions in which Ukraine is today, innovative and experimental activities in the education system continue, and its result is a new pedagogical thinking, new pedagogical ideas, forms of education and models of organization of the educational process.

The proposed model of socio-cultural factors of the country's development is presented as a kind of matrix of socio-cultural reality, the basis of which is the formed system of basic social values. The authors believe that the main socio-cultural factors that influence the development of the country are the historical factor as the basis for the development of any social processes; mentality, collective memory and national-cultural identity as components of the deep psychological base, which in their unity form the worldview as a determining socio-cultural factor of development, since it is based on a system of value coordinates. It is the worldview that is manifested at the level of social interaction in society, where a group of such important socio-cultural factors as civic culture, economic activity, social capital directly affect the formation of the state's identity.

The model of the National Technopark of Education Quality Improvement, presented by the Minister of Education and Science of Ukraine S. Scarlet in 2021, is of particular importance for the further development and reform of the country and the development of the New Ukrainian School. The ideas of the National Technopark are relevant today, in the conditions of war, as they relate to the implementation of improving the quality of education; development of the intellectual elite of the nation; creation of a safe environment for life and health; transformation of the education management system.

Therefore, higher education today is a global socio-cultural project for the development of modern Ukrainian society, the strategic objectives of which are the formation of a personality that assimilates socio-cultural norms of behavior that have cultural and historical significance.

Thus, the essential features of the modern education system are determined primarily by the

compliance of the modernization of educational processes with global socio-cultural transformations of the general civilizational nature of the post-industrial model. The theoretical and methodological basis of the strategy of educational reforms in Ukraine is the development of post-non-classical principles of functioning and development of education. The basis for further research of the problem is the analysis of

the mechanisms of influence of post-non-classical methodology on the practice of educational reforms. Under the influence of socio-cultural transformation processes, scientific knowledge should become a tool that will allow to respond decisively to the modern challenges of society. And it will become a solid foundation for further development and prosperity of Ukraine in the world.

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