

**EUROPEANIZATION OF PHD TRAINING:  
EXPERIENCE OF SUMY STATE PEDAGOGICAL UNIVERSITY  
NAMED AFTER A. S. MAKARENKO**

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**INTRODUCTION**

In modern conditions of Ukraine's integration into the European Research Area one of the national priorities is Europeanization of PhD training and research through implementing European standards, raising European awareness of PhD students, forming their European identity and supporting democratic values.

To achieve this goal the Ministry of Education and Science of Ukraine together with broad community of stakeholders (Committees of the Verkhovna Rada, NAS, sector-based academies, leading universities, international and public organizations and so on) have developed the corresponding Road Map<sup>1</sup>.

The document was approved by the decision of the MES board on March 22, 2018. It highlights priorities for the integration of Ukrainian science into the European Research Area:

- effectiveness of the national research system;
- joint solution of global challenges;
- optimum use of state investments in research infrastructures;
- free labor market of researchers;
- gender equality and a comprehensive gender approach in the field of science;
- optimal exchange and transfer of knowledge;
- international cooperation.

Each priority includes objectives, measures and tools, as well as indicators of their achievement.

Sumy State Pedagogical University named after A.S. Makarenko takes active steps to achieve the highlighted priorities. Therefore, this monograph section aims to highlight its experience of PhD training Europeanization on the example of the specialty 011 Educational, Pedagogical Sciences. The study aims to answer the following questions:

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<sup>1</sup> Дорожня карта інтеграції України до Європейського дослідницького простору (ERA-UA). URL: <https://mon.gov.ua/storage/app/media/kolegiya-ministerstva/2018/05/1-dorozhnya-karta-integratsii-ukraini-do-evro.pdf>.

1. What aspects of PhD training in Sumy State Pedagogical University named after A.S. Makarenko demonstrate Europeanization features?

2. What are the key characteristics of PhD training Europeanization?

To address these issues, we determined such leading aspects of PhD training as curriculum, research and extracurricular activities and within this section will highlight the key characteristics of their Europeanization.

### **1. Europeanization of PhD curriculum**

Educational-scientific program 011 Educational, Pedagogical Sciences, implemented in Sumy State Pedagogical University named after A.S. Makarenko is aimed at training highly qualified competitive research and teaching staff capable of creative, autonomous and responsible innovative-research, scientific-pedagogical, project, management and expert advisory activities, ready to solve significant problems in professional field, which involves a deep rethinking of existing and creation of new integral knowledge and professional practice and implementation of one's own scientific research in the field of general pedagogy, history of pedagogy or comparative pedagogy, which is characterized by scientific novelty and practical significance, with its public defense on the basis of academic integrity<sup>2</sup>.

The uniqueness of the program lies in the Europeanization of organizational, methodological and content foundations of PhD training. The program provides for the synergy of educational functions, aimed at the formation of research and transversal skills of PhD candidates and inclusiveness – their involvement in curricular and extracurricular activities.

The program includes eleven core courses of general (Philosophical and Methodological Foundations of Scientific Research, Academic Foreign Language, Academic Ukrainian Language, Modern Information Technologies in Scientific Research, Theory and Methods of Teaching in Higher Education Institution, Management of Scientific Projects) and professional (Innovative Competences of Doctor of Philosophy, Comparative Higher Education: National, European and Global Contexts, Professional Excellence of HEI Teacher on the basis of Europeanization, Management of Innovations in Education, Innovative Technologies in Teaching Pedagogical Disciplines) cycles as well as electives.

Though all of the above academic disciplines include topics connected with Europeanization of PhD training, raising their European awareness, our attention deserve such disciplines as Comparative Higher Education: National, European and Global Contexts and Professional Excellence of HEI Teacher on the basis of Europeanization. Besides, there are such elective

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<sup>2</sup> Освітньо-наукова програма «Освітні, педагогічні науки». URL: [https://sspu.edu.ua/images/2023/docs/onp/onp\\_011\\_25228.pdf](https://sspu.edu.ua/images/2023/docs/onp/onp_011_25228.pdf)

disciplines, developed by Pedagogy Department for PhD students, as Gifted and Talented Education: Global Context, European and National Dimensions of Education Quality Assurance, Doctoral Seminar on Theoretical and Methodological Foundations of Comparative Pedagogical Research, History of European Higher Education, Theory and Methods of Out-of-school Education in Ukraine and Foreign Countries<sup>3</sup>.

The course “Comparative Higher Education: National, European and Global Contexts” was developed and introduced in the curriculum by Prof. Alina Sbrueva within the framework of implementation of the Erasmus+ Jean Monet Module project “Europeanization of Doctoral Programs in Education on the Principles of Interdisciplinary and Inclusive Approaches” in Sumy State Pedagogical University named after A.S. Makarenko. The content of the discipline is outlined in the corresponding handbook<sup>4</sup>.

The course is aimed at “formation of a comprehensive comparative-pedagogical competence of a qualified scientist-researcher – a specialist who has a high level of readiness for professional work activities in the field of domestic and European science and education”<sup>5</sup>.

The tasks of the course include:

- promoting a better understanding of the specifics and trends of the national, regional and global higher education areas development;
- developing skills to conduct systematic analysis of the factors of higher education development in the national, regional and global contexts;
- raising awareness of the promising ways of integrating Ukrainian higher education system into the European Higher Education Area;
- forming an understanding of the ways to improve the quality of education as the main imperative of sustainable development of the knowledge society in Ukraine, a factor of successful career on the national and European labor markets;
- raising an understanding of the peculiarities of using innovative technologies as a means of improving education quality;
- forming readiness to apply innovative management technologies in the field of higher education and in other areas of professional activity;

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<sup>3</sup> Каталог вибірових дисциплін. URL: <https://sspu.edu.ua/universytet/edusci/kataloh-vybirkovykh-dystsyplin>.

<sup>4</sup> Сбруева А. А. Порівняльна педагогіка вищої школи: національний, європейський та глобальний контексти: навчальний посібник. Суми : СумДПУ імені А. С. Макаренка, 2021. 315 с. [https://jmm.sspu.edu.ua/images/2021/kursi\\_vse/CompHEd\\_course/pocibnik/Comparative\\_Higher\\_Education\\_Handbook\\_DOCS\\_n%D1%81%D1%81%D0%B8%D0%BB%D0%BA%D0%B8\\_47ea4.pdf](https://jmm.sspu.edu.ua/images/2021/kursi_vse/CompHEd_course/pocibnik/Comparative_Higher_Education_Handbook_DOCS_n%D1%81%D1%81%D0%B8%D0%BB%D0%BA%D0%B8_47ea4.pdf)

<sup>5</sup> Ibid.

- developing ability to conduct comparative analysis of universities innovative development trends in different countries;
- raising an understanding of the ways of innovative development of the modern world, cultural outlook; democratic development of civic consciousness;
- developing a wide range of transversal skills, which are necessary for successful employment in the knowledge society<sup>6</sup>.

After completing the study course, PhD students should know:

1) historical stages of development, methodological approaches, functions, methods, sources of comparative pedagogy as a field of scientific knowledge; substantial changes in the development of higher education in the world, European region as a whole, related to the processes of globalization, internationalization, liberalization, regionalization, structural differentiation, massification, universitization, informatization;

2) peculiarities of traditional educational practice existing in the systems of higher education in the developed countries, and innovations that appear in the context of formation of a new (result-centered, learner-centered) paradigm of higher education;

3) peculiarities of functioning and development of the higher education system in Ukraine in the context of European integration;

4) peculiarities of knowledge management, performing leadership functions in conditions of structural and cultural reforms in the European Higher Education Area;

5) peculiarities of higher education quality management in different countries of the region in the context of the Bologna process;

6) ways of developing creative potential of the higher education system in Ukraine in the conditions of reformation transformations.

PhD students should also be able to:

1) analyze and compare educational phenomena and processes, occurring in higher education in various European countries, geopolitical regions and the world as a whole;

2) analyze, compare theoretical views, processes and phenomena of pedagogical practice of different peoples, see and evaluate trends in their development;

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<sup>6</sup> Сбруева А. А. Порівняльна педагогіка вищої школи: національний, європейський та глобальний контексти: навчальний посібник. Суми : СумДПУ імені А. С. Макаренка, 2021. 315 с. [https://jmm.sspu.edu.ua/images/2021/kursi\\_vse/CompHEd\\_course/pocibnik/Comparative\\_Higher\\_Education\\_Handbook\\_DOCS\\_n%D1%81%D1%81%D0%B8%D0%BB%D0%BA%D0%B8\\_47ea4.pdf](https://jmm.sspu.edu.ua/images/2021/kursi_vse/CompHEd_course/pocibnik/Comparative_Higher_Education_Handbook_DOCS_n%D1%81%D1%81%D0%B8%D0%BB%D0%BA%D0%B8_47ea4.pdf).

3) analyze the cause-and-effect relationships of education development processes, the difference between educational phenomena that have universal, special and singular character;

4) evaluate the impact of globalization on the development of higher education systems in the European region in general and Ukraine in particular; strategies of higher education internationalization in different countries of the world;

5) evaluate the state of development of higher education quality monitoring in different countries and regions;

6) express one's own opinion in oral and written form regarding trends in the development of educational phenomena and processes carried out in the modern world;

7) involve the European dimension in one's dissertation research<sup>7</sup>.

The structure of the course consists of the following sections:

1. Comparative education as a branch of scientific knowledge.

1.1. Subject of comparative education.

1.2. Historical stages of comparative education development.

1.3. Research methods and sources of comparative education.

1.4. Current research issues in the field of comparative education.

2. Historical origins of modern higher education: global, European and national contexts.

2.1. Stages of higher education development in Europe, the world and in Ukraine.

2.2. Development of university education in Europe and Ukraine.

2.3. Models of the university and their theoretical justification.

3. Socio-political, socio-economic and cultural-educational factors of higher education development in the knowledge society.

3.1. Political and economic globalization as a factor of higher education development in the world, in the EU and in Ukraine.

3.2. Regionalization (Europeanization) as a factor of higher education development in Ukraine.

3.3. Internationalization of higher education in the world, in the EU and in Ukraine.

3.4. Massification of higher education in the world, in the EU and in Ukraine.

4. Trends in the modernization of higher education activities in the EU and in Ukraine.

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<sup>7</sup> Сбруєва А. А. Порівняльна педагогіка вищої школи: національний, європейський та глобальний контексти: навчальний посібник. Суми : СумДПУ імені А. С. Макаренка, 2021. 315 с. [https://jmm.spu.edu.ua/images/2021/kursi\\_vse/CompHEd\\_course/pocibnik/Comparative\\_Higher\\_Education\\_Handbook\\_DOCS\\_n%D1%81%D1%81%D0%B8%D0%BB%D0%BA%D0%B8\\_47ea4.pdf](https://jmm.spu.edu.ua/images/2021/kursi_vse/CompHEd_course/pocibnik/Comparative_Higher_Education_Handbook_DOCS_n%D1%81%D1%81%D0%B8%D0%BB%D0%BA%D0%B8_47ea4.pdf).

4.1. Key competences needed in the labor market in the conditions of the knowledge society. European and Ukrainian national qualification frameworks.

4.2. A student-centered approach to organization of the educational process in higher education institutions.

4.3. Digital approach in innovative educational activity of higher education institution.

5. R&D activities of higher education institutions in the world, the EU and in Ukraine: development trends.

5.1. Conceptual apparatus of the topic. Legislative base of R&D activities in higher education of Ukraine.

5.2. Stages of R&D mission development of the universities of the world.

5.3. National models of interaction of educational and research activity of the university.

5.4. University in the innovative system of society.

5.5. Management of R&D activities in modern university (comparative analysis of R&D management activities of research and academic universities of the USA).

5.6. Issues of scientific and academic integrity in the European higher education and research areas.

6. Quality assurance of higher education: European, national and institutional dimensions.

6.1. Key concepts of the topic.

6.2. Stages of formation of the European dimension of higher education quality assurance.

6.3. Standards and Guidelines for Quality Assurance in the European Higher Education.

6.4. Peculiarities of functioning of the structures of external and internal higher education quality assurance structures in Ukraine.

7. Innovative approaches to higher education management in the modern world.

7.1. Key concepts of the topic and factors of higher education innovative management development in the global context.

7.2. Autonomy of the manager of the higher education institution in the European Higher Education Area. Project ATHENA: Results for Ukraine.

7.3. Risk management in modern higher education: Analysis of the British experience.

7.4. Management of international activities of the university: world experience.

7.5. Fundraising as an innovative approach to higher education management: the American experience.

8. The Bologna process as a strategy of the European higher education area formation: goals, stages of development, dimensions of change.

8.1. Key concepts of the topic.

8.2. The pre-Bologna period of European integration in the field of higher education: stages of development.

8.3. Stages of the Bologna Process development.

8.4. Dimensions of change (political, social, academic, cultural) in the national higher education systems of member countries of the Bologna Club in the context of the reforms implementation<sup>8</sup>.

Thus, the course “Comparative Higher Education: National, European and Global Contexts” allows PhD students to form an idea about the European educational policy in the field of higher education, higher education quality assurance, best teaching practices in European universities, features of R&D management, etc. The acquired knowledge will be useful to PhD students both as future teachers of higher education institutions and as future researchers.

One of the elective courses – “Gifted and Talented Education: Global Context” (developed by Prof. Maryna Boichenko) – aims at raising awareness of the PhD students as future teachers and researchers of the phenomenon of giftedness in the global context. The tasks of the course include:

- building a knowledge system on the theoretical and methodological foundations of gifted and talented education, its factors and development trends in global and regional contexts;

- forming of a system of skills regarding the use of modern methodology, methods and tools of comparative-pedagogical research in the process of preparing a dissertation, its defense and in further professional activities as educators and researchers;

- developing a system of skills to identify current problems in gifted and talented education development; interpretation of comparative pedagogical studies, assessment of the possibilities of their application and possible risks of their implementation in the domestic education area, identifying the prospects for further research in the field of gifted and talented education<sup>9</sup>.

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<sup>8</sup> Сбруєва А. А. Порівняльна педагогіка вищої школи: національний, європейський та глобальний контексти: навчальний посібник. Суми: СумДПУ імені А. С. Макаренка, 2021. 315 с. [https://jmm.sspu.edu.ua/images/2021/kursi\\_vse/CompHEd\\_course/pocibnik/Comparative\\_Higher\\_Education\\_Handbook\\_DOCS\\_n%D1%81%D1%81%D0%B8%D0%BB%D0%BA%D0%B8\\_47ea4.pdf](https://jmm.sspu.edu.ua/images/2021/kursi_vse/CompHEd_course/pocibnik/Comparative_Higher_Education_Handbook_DOCS_n%D1%81%D1%81%D0%B8%D0%BB%D0%BA%D0%B8_47ea4.pdf).

<sup>9</sup> Робочі програми. URL: <https://pedagogika.sspu.edu.ua/index.php/aspirantura/osvitnii-protses/robochi-prohramy>

As a result of studying an academic discipline, a PhD student should know:

- theoretical and methodological foundations of gifted and talented education as a field of scientific knowledge;
- factors (socio-political, socio-economic, scientific-technological, cultural-historical) of gifted and talented education development in the conditions of the knowledge society;
- innovative trends in gifted and talented education development in the EU countries and in Ukraine.

PhD students should be able to:

- 1) conduct critical analysis and evaluation of modern scientific achievements in the field of gifted and talented education;
- 2) generate new ideas when solving research tasks, including those in interdisciplinary fields;
- 3) search, process, analyze and contextualize a significant amount of scientific information from various sources, interpret the results of comparative pedagogical research;
- 4) navigate information and Internet sources on the problems of gifted and talented education, work with library funds, be critical of the received information;
- 5) raise digital culture, awareness of the values of the subjective position in the information space;
- 6) use modern methods and technologies of scientific communication in Ukrainian and English;
- 7) design and implement an individual scientific trajectory, apply the principles of scientific self-organization, own research style;
- 8) work in a team, observing ethical norms of professional activity;
- 9) apply modern methodology, methods and tools of scientific pedagogical research, in particular with the use of ICT;
- 10) analyze, compare and contrast the phenomena and processes taking place in gifted and talented education in different countries;
- 11) evaluate the impact of socio-political, socio-economic, scientific-technical and cultural-historical factors on the development of gifted and talented education in different countries and the world as a whole<sup>10</sup>.

Curriculum of academic discipline includes the following sections:

1. Theoretical and methodological foundations of gifted and talented education.

1.1. Gifted and talented education as a field of scientific knowledge: modern conceptual approaches.

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<sup>10</sup> Робочі програми. URL: <https://pedagogika.sspu.edu.ua/index.php/aspirantura/osvitnii-protses/robochi-prohramy>



1.2. Theoretical and methodological approaches to studying the nature of giftedness.

1.3. The essence and structure of giftedness.

2. Pedagogical support of gifted and talented children and youth at various stages of education.

2.1. Methods of identifying the gifted and talented at various stages of education.

2.2. Creating an environment of support for the gifted and talented within general and out-of-school education institutions.

2.3. Differentiated instruction of gifted and talented.

2.4. Psychological and pedagogical support of gifted and talented children and youth.

3. Modern trends in the innovative development of gifted and talented education.

3.1. Quality assurance in gifted and talented education on the basis of equality and justice.

3.2. Trends in technologization in gifted and talented education.

3.3. Trends in higher gifted and talented education development.

3.4. Educational policy of international organizations in the field of gifted and talented education<sup>11</sup>.

Thus, choosing the course “Gifted and Talented Education: Global Context” PhD students can raise their awareness on best European policies and practices in gifted and talented education and implement the acquired knowledge and skills in their research and teaching activities.

It should be emphasized that the issue of teaching and pedagogical support of gifted and talented is very popular among PhD candidates, who conduct research in 011 Educational, Pedagogical Sciences Sumy State Pedagogical University named after A.S. Makarenko. The majority of PhD students devote their dissertation works to the study of foreign, in particular European, experience, which will be discussed below.

## **2. Europeanization of PhD candidates' dissertation research**

Turning to the consideration of the peculiarities of PhD training Europeanization, we note that since the introduction of the corresponding educational-scientific program in 2016, a number of dissertation research in the field of comparative education have been defended, which are devoted to the study of various aspects of the education functioning in individual European countries or the European Union as a whole (Table 1).

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<sup>11</sup> Робочі програми. URL: <https://pedagogika.sspu.edu.ua/index.php/aspirantura/osvitnii-protses/robochi-prohramy>

Table 1

**Defended PhD candidates' dissertation research devoted to various aspects of the education functioning in the European countries**

<b>Author</b>	<b>Title</b>	<b>Year of defense</b>
Datsko O.	Activity of the European University Association in the context of formation of the regional educational area	2021
Churychkanych I.	Development of cognitive visualization theory in the pedagogical thought of Great Britain and the USA (second half of the XX – early XXI century)	
Kokhanova N.	Organizational and pedagogical foundations of teaching English of primary school pupils in Poland	2021
Taraban Yu.	Organizational and pedagogical foundations of theological education in German universities	2020
Yeremenko I.	Trends in internationalization of quality assurance in the European Higher Education Area	2019

Currently, the majority of PhD candidates conduct comparative research within the specialty 011 Educational, Pedagogical Sciences devoted to various aspects of the education functioning in EU countries. The topics of these studies are presented in Table 2.

Table 2

**Current PhD candidates' dissertation research devoted to the study of various aspects of the education functioning in the European countries**

<b>Author</b>	<b>Title</b>	<b>Year of study</b>
Danylchenko A.	Professional training of athletes in higher education institutions in Great Britain	First
Ionov V.	Organizational and pedagogical foundations of professional training of social work management specialists in Ukraine and Poland	First
Ishchenko A.	Trends in the development of an interdisciplinary approach in higher education in EU countries	First
Lemeshko D.	Professional training of masters in the agricultural sector in higher education institutions of Poland	First
Nechyporenko V.	Educational activities of youth sports organizations in the European Union countries	First

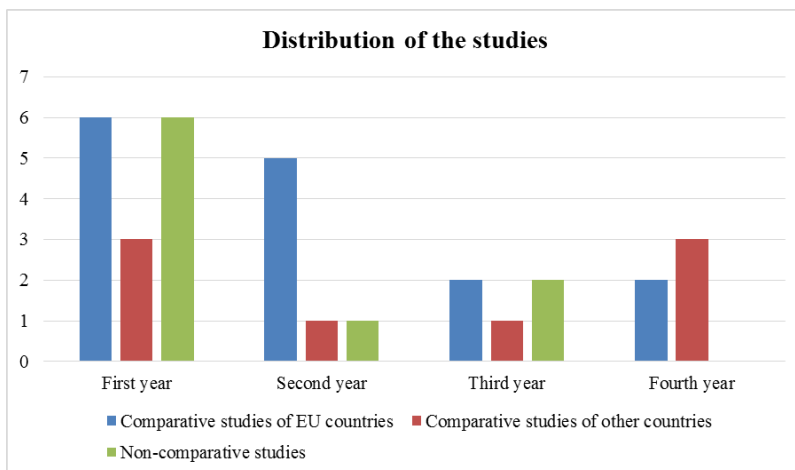
Table 2 (continuance)

Tovstukha K.	Professional training of international lawyers in higher education institutions of the European Union countries	First
Bezdidko N.	Organizational and pedagogical foundations of correctional assistance to children with disabilities in the conditions of rehabilitation centers in Ukraine and Germany	Second
Kovalenko N.	Organizational and pedagogical foundations of teaching artistically gifted students in out-of-school education institutions in Ukraine and Poland	Second
Kuksa O.	Organizational and pedagogical foundations of dual education in the European Union countries	Second
Tryhubchak O.	Organizational and pedagogical foundations of intercultural education in the Italian Republic	Second
Shulha O.	Organizational and pedagogical foundations of teaching athletically gifted student youth in Ukraine and Poland	Second
Draha I.	Organizational and pedagogical foundations of higher military education in the Republic of Poland	Third
Pakhotina T.	Organizational and pedagogical foundations of citizenship education of schoolchildren in the Republic of Poland	Third
Avramenko V.	Organizational and pedagogical foundations of the entrepreneurial competence formation of student youth in non-formal education institutions of the European Union countries	Fourth
Khrystii Yu.	Organizational and pedagogical foundations of international cooperation in the field of vocational education in the European Union	Fourth

As it has been already mentioned, the majority of PhD candidates conduct research in the field of comparative education. In addition to European countries, the most studied are such countries as the USA, Canada and China. The distribution of the studies according to the areas of research are shown in Fig. 1.

As we can see from Fig. 1, a distinctive feature of the educational-scientific program 011 Educational, Pedagogical Sciences, introduced at Sumy State Pedagogical University named after A.S. Makarenko, is its focus on research in the field of comparative education. Fig. 1 demonstrates that students are most interested in the European countries as an object of

research. Accordingly, the subject of research is related to their professional interests and/or basic education.



**Fig. 1. The distribution of the studies according to the areas of research**

### 3. Europeanization PhD students' extracurricular activities

As stipulated by the current legislation, PhD training includes an academic (attending courses) and research (preparing dissertation and its approbation) components. An integral component of PhD students' training is their non-formal and informal education<sup>12,13</sup>. In order to complete the individual plan of educational and scientific work of PhD students, the Pedagogy Department of Sumy State Pedagogical University named after A.S. Makarenko holds annual events, in particular international scientific conferences "Education for the 21<sup>st</sup> century: challenges, problems, prospects", "Innovative development of higher education: global, European and national dimensions of change", "European university: image, mobility, social perspectives".

<sup>12</sup> Положення про підготовку здобувачів вищої освіти ступеня доктора філософії та доктора наук у Сумському державному педагогічному університеті імені А.С. Макаренка. URL: [https://sspu.edu.ua/images/2022/docs/polozhennia/polozhennya\\_pro\\_pidgotovku\\_zdobuvachiv\\_1\\_bbab7.pdf](https://sspu.edu.ua/images/2022/docs/polozhennia/polozhennya_pro_pidgotovku_zdobuvachiv_1_bbab7.pdf).

<sup>13</sup> Положення про визнання результатів навчання у неформальній та/або інформальній освіті у Сумському державному педагогічному університеті імені А.С. Макаренка. URL: [https://sspu.edu.ua/images/2022/docs/polozhennia/pro\\_perezarahuvannya\\_baliv\\_u\\_neformalnyi\\_osviti\\_1f01f.pdf](https://sspu.edu.ua/images/2022/docs/polozhennia/pro_perezarahuvannya_baliv_u_neformalnyi_osviti_1f01f.pdf).

These events are aimed at raising the European awareness of PhD students during discussions at conference meetings devoted to topical issues and challenges of innovative development of preschool, primary, secondary, vocational, higher, adult and out-of-school education in Ukraine, EU and the world in the 21<sup>st</sup> century; Ukrainian, European and world experience of implementing innovations in PhD training; organizational and pedagogical support of innovative development of teacher training in Ukraine, EU and in world; challenges for the education development in Ukraine in the conditions of martial law and so on.

An important tool of PhD training Europeanization is participation in international projects, in particular Erasmus+ projects. In this context it is worth mentioning the Erasmus+ Jean Monnet Module Project “Europeanization of doctoral studies in the field of education: interdisciplinary and inclusive approaches”<sup>14</sup>, managed by Prof. Alina Sbrueieva and implemented by Pedagogy Department in 2018–2021.

The project involved PhD students majoring in Educational, Pedagogical Sciences. The aim of the module was “Europeanization of content, methodological and organizational fundamentals of doctoral studies programs by means of introducing European standards of doctoral research in Ukraine and forming inclusive research environment”<sup>15</sup>.

The project outcomes were connected with development and implementation in PhD training of three training courses (“Comparative Higher Education: National, European and Global Contexts”, “Researcher’s Academic Culture: European and National Experience”, “Academic Writing”) and two intensive courses (“Quality Monitoring” and “Research Mentorship Culture”) with an integral European Studies element.

The courses were based on research-oriented methodology in accordance with the standards of the European Research Area, which entails learning each topic through research. The courses provided PhD students with a system of knowledge on EU education policy, theories and technologies of higher education innovative development in European countries and in Ukraine; a system of knowledge on academic ethics, culture of academic writing, academic communication in the context of digital creative environment; enhanced their ability to apply modern methodology of interdisciplinary research; an ability to carry out a comparative education research on education development in the European countries.

Implementation of the project provided for active extracurricular research-based activities of PhD students (practical part of the Module),

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<sup>14</sup> Опис проекту «Європеїзація докторських програм у галузі освіти на засадах інтердисциплінарного та інклюзивного підходів». URL: <https://jmm.sspu.edu.ua/opis-proektu>.

<sup>15</sup> Ibid.

which included participation in the organization and holding of round tables, seminars, conferences, summer schools.

These activities were aimed at developing research skills, ability to work in a team, leadership. All types of activities of the PhD students within the module are aimed at their inclusion to the academic community of the university.

Understanding the need to continue project activities regarding the Europeanization of PhD training, Pedagogy Department submitted applications for the Erasmus+ project contest in 2023.

## **CONCLUSIONS**

On the way to its integration into the European Research Area Ukraine has faced serious challenges of destroying democracy and violation of democratic values caused by RF full-scale military invasion. In conditions of martial law and post-war recovery, Ukraine needs professionals in the field of higher education and research, able to teach children and youth and conduct research in new ambiguity conditions, make grounded decisions, promote European values and strengthen democracy in academic environment.

Sumy State Pedagogical University named after A.S. Makarenko takes active steps to introduce European studies elements in various aspects of PhD training in specialty 011 Educational, Pedagogical Sciences. These aspects include curriculum, research and extracurricular activities.

The educational-scientific program 011 Educational, Pedagogical Sciences provides for the Europeanization of organizational, methodological and content foundations of PhD training through the synergy of educational functions, aimed at the formation of research and transversal skills of PhD candidates and inclusiveness. The European studies elements are included in several core (Comparative Higher Education: National, European and Global Contexts, Professional Excellence of HEI Teacher on the basis of Europeanization) and elective (Gifted and Talented Education: Global Context, European and National Dimensions of Education Quality Assurance, Doctoral Seminar on Theoretical and Methodological Foundations of Comparative Pedagogical Research, History of European Higher Education, Theory and Methods of Out-of-school Education in Ukraine and Foreign Countries) courses.

The analysis of defended and current dissertation research revealed increased interest of PhD students towards different aspects of education functioning in the European countries. These studies are aimed at revealing positive European experience in particular field of education (preschool, primary, secondary, vocational, higher, adult, out-of-school, informal, etc.) for finding the possibilities and providing guidelines for its implementation in Ukrainian grounds.

Within Europeanization of PhD students' extracurricular activities Pedagogy Department actively participates in project activities, in particular Erasmus+ Jean Monnet Module Project, hold international conferences and other events.

## SUMMARY

The study highlights experience of PhD training Europeanization in Sumy State Pedagogical University named after A.S. Makarenko on the example of the specialty 011 Educational, Pedagogical Sciences. It shows that the university takes active steps to introduce European studies elements in such aspects of PhD training in specialty 011 Educational, Pedagogical Sciences as curriculum, research and extracurricular activities. The European studies elements are included in several core and elective courses. In the study, Europeanization of curriculum is demonstrated on the example of the academic disciplines Comparative Higher Education: National, European and Global Contexts and Gifted and Talented Education: Global Context. The analysis of defended and current dissertation research revealed increased interest of PhD students towards different aspects of education functioning in the European countries. These studies are aimed at revealing positive European experience in particular field of education for finding the possibilities and providing guidelines for its implementation in Ukrainian grounds. Europeanization of PhD students' extracurricular activities is implemented through participation in project activities, in particular Erasmus+ Jean Monnet Module Project, as well as holding international conferences and other events.

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