



INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE

SCIENCE, EDUCATION, AND SOCIETY IN THE CONTEXT OF GLOBALIZATION: NEW DEVELOPMENT PARADIGMS AND INTERDISCIPLINARY SOLUTIONS

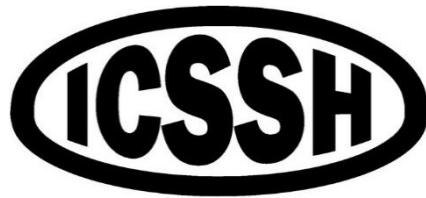
Book of abstracts



December 19, 2025

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This collection of abstracts includes the submissions of participants of the International Scientific and Practical Conference “Science, Education, and Society in the Context of Globalization: New Development Paradigms and Interdisciplinary Solutions”:

Bogdan Khmelnytsky Melitopol State Pedagogical University

Bohdan Khmelnytsky National University of Cherkasy

Cherkasy State Technological University

Communal Institution “Vocational and Technical School No. 2” of the Dnipro City Council

Detachable Subdivision “Irpın Professional College of National University of Life and Environmental Sciences of Ukraine”

Detachable Subdivision “Rivne Professional College of National University of Life and Environmental Sciences of Ukraine”

Dnipro State Medical University

Donetsk State University of Internal Affairs

H. S. Skovoroda Kharkiv National Pedagogical University

Ivan Franko National University of Lviv

Ivan Horbachevsky Ternopil National Medical University of the Ministry of Health of Ukraine

Kamianets-Podilskyi Ivan Ohienko National University

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Kyiv National University of Culture and Arts

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Mykolayiv National Agrarian University

National University of Life and Environmental Sciences of Ukraine

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Oleksandr Dovzhenko Hlukhiv National Pedagogical University
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Private Higher Educational Institution “Institute of Psychology and Entrepreneurship”
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Elbrekht O. M.

Dr. Pedagogical Sciences, Professor,
Professor of the Department of Pedagogy, Primary Education,
Psychology and Management,
Nizhyn State University named after M. Gogol
Member of the public organization
"International Foundation of Educators and Scientists, IESF"
ORCID <https://orcid.org/0000-0003-0470-2408>

ПІДГОТОВКА МАЙБУТНІХ МЕНЕДЖЕРІВ У ВИЩИХ ЗАКЛАДАХ ОСВІТИ: ПОРІВНЯЛЬНИЙ АНАЛІЗ

Abstract. In a situation of rapid changes caused by technological progress and globalization, the main problem for modern organizations is to determine approaches to management adapted to constant changes, uncertainty and global challenges. Under such conditions, the problem of ensuring the professional training of future managers who are able to work in conditions of constant uncertainty and instability, effectively influence the functioning of the organization in a dynamic business environment, processes of its adaptation to constantly changing conditions, becomes relevant. With the intensive development of the international educational space, the problems of training specialists should be solved through integration with the best achievements of world pedagogical thought and creative use of the experience of foreign countries – Great Britain, Canada and the USA. Higher educational institutions of these countries have significant pedagogical achievements and a developed system of professional training of specialists-managers. The purpose of the presented study is to consider and analyze the Ukrainian and international experience of training future managers in higher education institutions.

Key words: future managers, professional training, higher education institutions, international experience, pedagogical achievements.

INTRODUCTION

The emergence of new technologies, current trends in the modernization of production reveal new possibilities for the development of social and economic activity of people. At the same time, new challenges and threats appear (environmental problems, climate change, natural disasters, global pandemic, wars), which complicate people's lives. The main problem for modern organizations is the development of approaches to management, adapted to the conditions of constant changes, uncertainty, and global challenges. These circumstances lead to an understanding: the current market for practice is not in theoretical concepts,

but in practices that involve changes, adapting knowledge to specific situations, solving complex tasks, finding non-traditional solutions. This is the hour for professional training of managers – officials, whose duty is management of an organization and its subdivision, performing a certain direction of work in situation of instability, growth of cooperation and competition in the field of economy and business.

Analysis of recent research and publications. In recent years, the problem of professional training of managers has become relevant for the Ukrainian economy, education system, and science, as evidenced by the range of aspects from which it is studied. Of particular interest are scientific works focused on the problems of forming professionally important qualities of a manager as the basis of his competence in distance learning conditions (Hryhorchuk T. (2021); determining the conditions for the development of professional forecasting of future managers (Shcherban T., Dankanych A. (2024); transformation of competencies of managers in the labor market in the digital era (Varenyk V., Piskova Zh.).

Comparative and pedagogical studies of Ukrainian scientists on the analysis of theoretical approaches and practical means of professional training of future managers abroad are noteworthy. This is a question of studying domestic and foreign experience in training future heads of educational institutions (Haharin M., Koblik V., Tkachuk M., and Bechko Yu. (2022); professional training of future managers of socio-cultural activities in foreign countries (Lyubarets V. (2018).

The analysis of scientific achievements of scientists shows that the problem of professional training of future managers in Ukraine and abroad, which we have identified, is important and requires further study, since due to its multifaceted nature it is constantly in the process of dynamic development. Its relevance is enhanced by the peculiarity of the current situation in Ukraine: due to military operations in the country and their consequences, higher education institutions are forced to find forms and methods of training students, including future managers, that are acceptable to the existing conditions.

The purpose of the presented research is to consider and analyze the Ukrainian and international experience of training future managers in higher education institutions.

Research methods: method of analysis of scientific literature related to the research topic to create an information field of research; methods of information synthesis and analysis to present modern pedagogical technologies and the state of management training systems in the world and in Ukraine; method of comparative analysis to reveal the features of higher management education systems in Ukraine and abroad.

DISCUSSION

The foundation for the development and solution of the problems of Ukrainian society is management education. It should cover all spheres of people's activities, ensure a culture of management in production, in institutions and organizations. Having started democratic political and socio-economic reforms, the Ukrainian people need good organizers of people's activities, qualified managers and leaders of various levels. Insufficient knowledge of management culture, managers' ignorance of issues of ethics of professional behavior, and unpreparedness to adequately respond to risks hinder the reorientation of management in the country from command-bureaucratic methods to democratic ones, to the development of market relations in the economy, and overcoming situations of uncertainty and a high level of complexity.

In the context of further globalization of society, without successful management the coexistence of Ukraine with other countries in the world economy is impossible. Modern management must take into account political transformations in society, promote the elimination of national barriers, and take into account changes in international standards in the field of business. In this context, increasingly stringent requirements are placed on managers: they must adapt to new conditions and a new way of life, create or master principles and methods of organization and business management adequate to the changes, and at the same time overcome their own problems caused by instability in society (lack of stability in work, the likelihood of only temporary employment under a contract, the need to find a new job, etc.) (Elbrekht O. (2009); Zamkova N. (2023) [1, pp. 172 – 173; 9, pp. 427 – 428].

The list of these, far from all, trends in changing conditions and lifestyles in the transitional period in Ukraine confirms the need for widespread implementation of management education to teach management skills, develop managerial character traits, and master appropriate types of managerial behavior that would contribute to their successful professional activities in the future.

Higher management education is multifaceted and multidisciplinary. Training programs in this field provide for obtaining different educational levels and qualifications. They satisfy the needs of both experienced workers and young people without work experience. Analysis of documents of higher education institutions of Great Britain, Canada and the USA testifies to the diversity of business and management courses and combinations of disciplines. Educational institutions offer such courses of the first level of higher education as business administration and management, specialized courses, which clarify specific aspects of business and management (human resource management, marketing), courses specialized in individual branches of the economy (tourism management, hotel management, leisure management, etc.). There are

many joint programs that combine business and management with subject areas - languages, psychology, natural sciences, accounting and some other intuitive, creative, value-oriented and socially oriented subjects. In addition, universities in the UK, the USA and Canada offer students joint programs that combine business and management with subjects such as philology, psychology, sciences, accounting and some other intuitive, creative, value-oriented and socially oriented subjects.

The authors of the article ‘Domestic and Foreign Experience in Training Future Managers of Educational Institutions’ believe that the goal of the modern education system should be to create a learning environment that will provide future managers of education with practice in solving problems and making certain decisions. This means developing an effective practice-oriented model of the education system that will allow them to acquire real knowledge, confirmed by personal actual experience. Researchers emphasize the importance of learning through practice, being convinced that experience is nothing more than an art, and that “people with experience” are also superior to those who master the concept without a factual basis. Further, this thesis has been extrapolated in the works of some well-known researchers. To date, a number of practice-oriented models are used in foreign teacher education systems, most of which have not been properly evaluated and have not been sufficiently widespread (Graham et al., 2018; Sadykov et al., 2014 in Haharin, M., Koblik, V., Tkachuk, M., & Bechko, Y. (2022) [5].

Since the late 1980s, new trends in management training have emerged in the UK and the USA, including proactive business participation in the formation of managers, adaptation of training to market requirements, implementation of modern management practices, integration of innovative management practices and new methods of leadership development (Haharin M., Koblik V., Tkachuk M., & Bechko Y. (2022) [5]. The content and structure of programs are changing, and connections between traditional academic courses accredited by higher education institutions and courses accredited by external structures are becoming closer. In the UK, educational institutions within the framework of Higher National Diploma (HND) courses provide one- to two-year courses leading to BA, BSc degrees in business and management. Current discussions on the quality and standards of management education, conference materials, National Research Committee Report in the field of higher education (Dearing Report (NCIHE, 1997), documents of the Quality Assurance Agency (QAA) serve as a reference for educational institutions to determine educational standards, content, forms and methods of training.

In the light of the ideas of these documents, universities in Great Britain, Canada and the USA are actively working in relation to the labor market, analyzing needs and preparing personnel for new areas of the economy.

Partnerships with enterprises and companies, their joint activities in organizing the training of managers, its financing, and developing projects for new enterprises and educational institutions are becoming increasingly important.

In Great Britain, Canada and the USA, the popularity of business and management education is growing. The desire to provide the population with wider access and the possibility of continuous professional training in the field of management leads to a rethinking of programs, the development of effective means, forms and methods of training. Management education programs provide for various forms of training: three- to four-year programs with the first degree using the workplace, full-time programs, part-time programs. A significant role is played by the distance learning form, accessible to everyone. In Ukraine, distance learning is actively studied and gradually introduced into the system of training managers. However, the implementation of this form of work requires software, appropriate teaching staff, and significant financial resources.

The growth of knowledge and the emergence of new disciplines encourages this education to use the possibilities of other subject areas, so many business and management subjects can be studied in combination with a wide range of other disciplines and professional areas, increasing the interest in them of different groups of the population.

An important trend in the development of management education in the studied countries is associated with the expansion of its geographical boundaries. Educational institutions, focusing on international business, introduce cross-cultural disciplines into programs, and train students abroad. This approach is fully consistent with the modern idea of the need to acquire cultural competence, the formation of cross-cultural skills in modern managers.

A study of the specifics of the educational process in higher education institutions of the United Kingdom, Canada and the United States shows the absence of a single approach to the formation of the content of manager training: almost every institution independently formulates the goals and objectives of educational programs and programs of educational disciplines, on the basis of which it independently decides on the issue of their content. However, the programs of different higher education institutions have many common features. One of the common ways of constructing the content of training for managers (also in Ukraine) is the use of a competency-based approach, according to which the basis for determining the content of education is a model of professional activity or behavior, a description of a set of personal qualities that ensure the successful performance of professional activity (T. Hryhorchuk (2021); Zamkova N. (2023) [6; 9, pp. 427 – 428]. Scientists draw attention to the

fact that among the main reasons for the modern interpretation of the result of professional training in terms of competence/competence, it is especially worth highlighting: the presence of European and global trends towards integration, globalization of the world economy and harmonization of the architecture of the European higher education system, which is associated with the Bologna process; universalization of degrees, study cycles, ensuring student and teaching mobility, international recognition of education documents, a system of educational credits and their implementation; a certain terminological unification is also envisaged. (T. Hryhorchuk (2021) [6]. Scientists emphasize that one of the tricky issues for today's system of training future specialists is the development and implementation of educational programs that have the necessary breadth and depth to create relevant competency models (Zamkova N. (2023) [9, pp. 427 – 428].

Comparative analysis shows significant similarity of curricula of higher education institutions of different countries (including Ukraine) in the selection of disciplines studied. Managerial training programs primarily provide knowledge, skills and abilities in the implementation of the main functional areas of management: operational management, strategic management, marketing, people (personnel) management, financial management, information systems management. Attention is paid to economic education, legislative support for management, psychological and pedagogical training of specialists of this profile, related to the specifics of their professional activities [4; 8].

The concept of "experience" has theoretical and methodological significance. The use of experience is the key to effective learning. With this approach, laboratory experiments, simulations, case studies, solving problem situations, microlearning, projects are used within classroom lessons. The idea of involving students in extracurricular practical activities has become the conceptual basis of the "learning by experience" or "learning by activity" approach to training managers. Methods of learning based on experience in extracurricular work include field training, work in an organization on a referral, programmed extracurricular learning presented in a step-by-step program, implementation of educational projects in the process of practical work, etc. Higher education institutions in Great Britain, Canada and the USA, using extracurricular learning, are trying to fundamentally change the traditional model of learning [4; 8].

In the process of practical activity, interactive learning has significant advantages (compared to traditional). Despite cognitive processes, this learning is also oriented towards actions and behavioral processes. In traditional learning, responsibility for the results mainly lies with the teacher. The student is responsible for the results of interactive learning. He/she is involved in acquiring education and is psychologically ready to take on the

obligation to actively use his/her own capabilities, to apply the results of learning in life. There are changes in the positions of the student and the teacher. The student's position is characterized by increased autonomy, independence, and individual practical activity. In this position, the role of the teacher changes, becoming a consultant, assistant, and leader. This approach expands the possibilities for students to effectively master the content of the study.

The study is carried out using full-time and part-time forms, which are also common in Ukraine, a distance form, which is also developing in Ukraine today, and a multi-level "sandwich" form, which contains as an integrative component a 12-month practical training during the third year of study ("thick sandwich") or two or more six-month periods in different years ("thin sandwich"). Various forms of integrated learning are widely used, in which students' theoretical or practical activities, classroom work, or gaining experience in production are carried out in a comprehensive manner.

CONCLUSIONS

The development of higher management education is due to the need of all spheres of society for a new type of management, the dependence of the development of these spheres on the quality of specialist education, the restructuring of the economy through the introduction of new technologies, the need to solve socio-economic problems.

The system of higher professional training of managers in Great Britain, Canada and the USA is characterized by the presence of alternative models, a large number of programs, a variety of content and organizational forms of training. The analysis revealed modern trends in the progressive development of foreign management education, in particular:

- bringing the training of future managers closer to real professional activity through the professional orientation of training programs, taking into account the national specifics of business management in them, strengthening the role of extracurricular individual and group work (project activities, field research, internships, etc.);

- flexibility of curricula, determination (in accordance with market demand and the needs of consumers of educational services) of the optimal balance between the selection of basic academic disciplines, specialization and elective disciplines;

- complexity, interdisciplinary and integrative content of academic disciplines;

- integration of management education into society and the market, strengthening ties with the business community and the market sector of the economy, strengthening their role in accreditation and assessment of the level of educational programs.

A comparative analysis of the training of managers in higher education institutions of the above countries and Ukraine, despite the differences in the development of management education systems, indicates the presence of common approaches. This is the use of some (traditional) forms of organizing training, the stage structure of training, the presence of some identical disciplines in the curricula (for example, disciplines that reflect some types of activities in the field of management, disciplines in the field of computer science, foreign languages, etc.).

In the matter of improving the Ukrainian national education system, including higher management education, there are certain positive developments. However, the changes that are taking place do not completely solve the problems of its exit from the crisis, which has intensified in recent years due to military operations on the territory of Ukraine. There is a need for the transformation of higher school pedagogy of all existing guidelines into a real basic basis for the renewal of higher management education and educational practice. In the context of socio-political changes in the world and in our country, this is possible by considering the new situation, the requirements and needs of Ukrainian society, global problems of human development, general trends inherent in the world community in the 21st century, with constant reform of education in the context of social and economic changes.

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