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# The evolution of Ukrainian higher education pedagogy in the 20th-21st centuries

**Sergii Mamychenko**

State Institution "Luhansk Taras Shevchenko National University", Poltava, Ukraine

<https://orcid.org/0000-0003-4088-4659>

Corresponding Email: [Mamychenko@ukr.net](mailto:Mamychenko@ukr.net)

**Abstract**--The article examines the main stages of the development of the higher education pedagogical science in the history of the pedagogical paradigm and university education in Ukraine. The evolution of concepts and organization of higher education in Ukraine is traced against the background of the changing landscape of socio-political processes in the country. A combination of integrative review and narrative review is applied in the research within the overall paradigm of historical method. In particular, the role of diaspora in the development of Ukrainian pedagogy is analyzed. It is shown that the contemporary concept of Ukrainian higher education is grounded on the attempts to combine traditional national and nation-patriotic pedagogy achievements and experience with the striving to be in line with global trends of HE landscape' evolving.

**Keywords**--Ukrainian pedagogy evolution, County-specific pedagogy, Cultural aspects in HE pedagogy, Ukrainian diaspora pedagogy ideas.

## 1 Introduction

The teaching and learning process in higher education is dynamic in the twenty-first century. A student-centered, technology-driven, and skills-oriented approach has replaced the old, teacher-centric model of higher education pedagogy in the twenty-first century. Instead of focusing on rote memory, the goal is to prepare children for a world that is changing quickly by encouraging critical thinking, teamwork, and flexibility. However, there are still significant regional and national differences, which are dictated by the proper development of pedagogy in the given field, even in the face of clear trends toward HE globalization and some harmonization.



Country-specific pedagogy emerges from distinct national approaches to education, shaped by culture, history, philosophy, and societal needs, resulting in a wide range of pedagogical practices such as learner-centered models in Zambia, socio-emotional learning integration in Jordan, and teacher-led instruction based on Confucianism in some East Asian contexts (Yue, 2024).

Several cases highlight the necessity of knowing how culture, local education ecosystems, and historical perspectives on teaching and learning, together known as Invisible Pedagogical Mindsets, influence the formulation and execution of pedagogy (Bharati & Nisanth, 2024). Especially in an era where innovative pedagogical approaches are widely advocated, it is critical to define "pedagogy" within the local context and consider the Invisible Pedagogical Mindsets to avoid it becoming just another term in education policies and reforms.

One of the highly interesting cases of the evolution of country-specific pedagogy of HE is Ukrainian one. Ukrainian HE pedagogy thought and practice was developing under the complex, dynamic, and often rather turbulent conditions of environment, but at the same time this environment itself became a driver of innovations and new vectors in Ukrainian higher education.

Significant historical factors that shaped modern higher education in Ukraine are Old Russian cultural traditions, a combination of Eastern and Western ideas, development within multicultural states (the Grand Duchy of Lithuania, the Polish-Lithuanian Commonwealth), cultural contacts with Belarusian, Polish, and Lithuanian cultures, as well as the later influence of the Renaissance and feudal relations.

The origins of education date back to the princely era, when the initial educational centers and traditions were formed, which influenced the further development of Ukrainian culture and education. The interaction between Eastern and Western cultural, ideological, and philosophical trends was a key factor contributing to the formation of Ukrainian intellectual thought.

The development of a democratic Ukrainian state involves strengthening the role of pedagogical and psychological sciences in the formation of a citizen of a new society, the establishment of higher education as a real social value. At the present stage, higher education is being reformed in Ukraine, which is associated with its entry into the single European educational space, compliance with the requirements of the Bologna process. The main criterion for the quality of higher education should be the ability of the younger generation to fully live and actively act in the new world, constantly improve themselves, and adequately respond to changes, especially during periods of technological and civilizational breakthroughs. In addition, progressive changes in social relations necessitate ensuring a high level of higher education as a guarantee of competitiveness, professional and social mobility, and self-improvement of citizens. Such a statement of the question requires constant active efforts in a thorough scientific analysis of the state of education of scientific and pedagogical workers of higher educational institutions.

But the result, the efficiency of all these processes are determined by unique competitive advantage of Ukrainian HE pedagogy paradigm based on traditions and their evolution, the convergence of national pedagogic science' past and innovative present. With this in mind, our article aims at tracing the evolution of Ukrainian HE pedagogy thought within the period of 20<sup>th</sup>-21<sup>st</sup> centuries and analyzing core conceptual content of this pedagogy.

## **2 Materials and Methods**

The methodology of research implies application of integrative and narrative literature review, as well as historical method. The combination of these two approaches in our research was determined by their essence and peculiarity of the topic of our study. Whereas a narrative review is a more general, integrated analysis of existing literature to summarize a body of work, draw conclusions, and demonstrate how new research fits into the larger field, an integrative review intends to synthesize diverse literature on a topic from various research designs and theoretical perspectives to create a holistic understanding, identify gaps, and develop theory (Toronto & Remington, 2020). Using these two approaches, we investigated evolutionary stages of Ukrainian HE pedagogy development in 20<sup>th</sup>-21<sup>st</sup> centuries in the plane of the paradigm content of these stages.

The search for entries to be included in the final sample for analysis was carried out both in general scientific (ScienceDirect, Wiley, JSTOR, SciELO) and specialized scientometric databases (ERIC), as well as directly in Google search engine and on the web catalogue of Ukrainian Vernadsky Scientific Library. Articles, monographs, reviews, and opinion publications were considered as eligible, and the language as criterion for inclusion was English or Ukrainian. The following keywords were used for searching: Ukrainian higher education pedagogy; evolution of Ukrainian HE pedagogy; Ukrainian HE pedagogy history; new Ukrainian pedagogy; contemporary Ukrainian HE pedagogy; cultural and nation-specific background of HE pedagogy.

## **3 Results and Discussions**

### *Early decades and mid of 20<sup>th</sup> century*

Both the achievements of domestic higher education and the progressive trends of its modern development are a natural reflection of a certain historical and pedagogical reality, the phenomenology of which has traditionally been the object of interest of scientists. In many ways, we see the twenty-year period from the beginning of the 20th century to the end of the liberation struggle of the Ukrainian people to be a defining and significant period in the history of universities and institutes in modern Ukraine.

A striking feature of the higher education system in the Ukrainian lands of the early 20th century was its species diversity. Such polymorphism was expressed in the simultaneous functioning of fundamentally different systems and forms of higher education. Let us list some of the most important criteria for this diversity: nationality – the Russian Empire (Kharkiv University, Kyiv University, etc.) and the Austro-Hungarian Empire (Chernivtsi and Lviv Universities); form of

ownership – state (Imperial Kyiv University of St. Volodymyr, Imperial Novorossiysk University, etc.), public (Kharkiv Higher Women's Courses of the Society of Mutual Aid of Working Women, Kharkiv Women's Medical Institute, etc.) and private (Kyiv Higher Women's Courses of A. V. Zhekulina, Kharkiv Higher Women's Courses of N. Neviand, etc.); gender specificity – institutions for both genders (M. Lysenko Music and Drama School, state universities in 1906–1908, etc.), purely “male” (Kyiv Theological Academy, universities and technical colleges before 1906 and from 1908 to 1916), purely “female” (Odessa, Kyiv, Kharkiv Higher Women's Courses, O. Zhekulina Higher Women's Courses, Kharkiv Women's Medical Institute, Kharkiv Women's Polytechnic Institute, Kyiv Froebel Institute, etc.); degree of universality of educational content – universities and specialized higher education institutions (technical: Kyiv Polytechnic Institute of Emperor Alexander II, Kharkiv Technological Institute of Emperor Alexander III, Ekaterinoslav Mining Institute, etc.; pedagogical: Kyiv Froebel Institute, Odessa Higher Women's Pedagogical Courses, etc.; commercial: Kyiv Commercial Institute, Kharkiv Higher Commercial Courses, etc.; artistic: Kyiv and Odesa Conservatories, M. Lysenko Music and Drama School, etc.; medical (Kharkiv Women's Medical Institute, etc.); agricultural (Kharkiv Higher Women's Courses of Agriculture and Forestry), veterinary and others); degree of openness: ordinary formalized higher education institutions (universities and most state institutes), closed institutions (Kyiv Theological Academy and Nizhyn Historical and Philological Institute of Prince O. Bezborodko) and public universities (Chernivtsi People's University named after Professor S. Smal-Stotsky, Kyiv People's University named after T. Shevchenko, etc.) (Tkachenko, 2018).

Liberalization of higher education management and, as one of its consequences, democratization of intra-university life. Caused by revolutionary events in the Russian Empire, the Imperial Decree “On the Introduction of Temporary Rules on the Management of Higher Educational Institutions of the Ministry of Public Education”, approved on August 27, 1905, gave a powerful impetus to the development of university autonomy, and it is with it that important processes are associated that were reflected in all main aspects of the activities of higher education: in the goal of education - from the training of an official-functionary to the formation of a creative personality of a citizen; in values - freedom of teaching, learning and scientific research, the combination of the universal and the national; in principles and approaches - anthropocentrism, humanization, humanitarianization, cultural correspondence, individualization, differentiation, integration of knowledge; in the style of relations between participants in the educational process - from authoritarian, characterized by the dominance of the teacher's personality, to democratic. There was also an evolution in the nature of pedagogical influence on students through the replacement of punitive forms with various means of encouragement; if earlier, for missing lectures without good reason or for failing tests, students received a public reprimand, were not allowed to take exams, were placed in solitary confinement, had to pay a fine, or were expelled, then with the beginning of the twentieth century, preference was given to such means of positive stimulation of their educational and cognitive activities as state, public and private scholarships, cash prizes, awards, honorary reviews of recognized authorities in science, etc. (Korzh-Usenko, 2017, pp. 344, 347).

A particularly notable innovation was the introduction of a subject-based system of education in universities since 1906 instead of a course-based system. This required the construction of an individual student's learning trajectory, the development of individual curricula with an emphasis on independent work, practical classes, project work, and one's own scientific research, allowed free attendance at lectures, introduced a more flexible system of knowledge control, and a sharp increase in the proportion of elective subjects and special courses. In addition, there is a significant expansion of the spectrum of academic subjects and an intensification of the pedagogical process as a result of an almost doubling of the weekly workload of students (Korzh-Usenko, 2017, p. 329). It is worth emphasizing that private universities were more receptive to innovation.

There was also an increase in the proportion of practically oriented methods and forms of education in higher education institutions. If the traditional university system of education provided for a ratio of hours of lectures and practical classes according to the formula 3:1, then special higher schools offered a certain parity in this regard. At this time, the priority of the material over the formal was asserted in the content of education, the practical and professional orientation of knowledge was emphasized, and the teaching methodology was moving away from reproductive methods, combining project and laboratory forms of work in classes.

Moreover, one should note an intensification of the processes of revival of the Ukrainian national component in the activities and content of higher education. Active supporters of the idea of a Ukrainian national higher school, as is known, were Kh. Alchevska, V. Antonovych, D. Bahaliy, O. Biletskyi, V. Barvinskyi, B. Grinchenko, M. Hrushevskyi, M. Dashkevych, G. Kaindl, M. Kostomarov, I. Krypyakevych, M. Kropyvnytskyi, A. Krushelnytskyi, A. Loboda, T. Lubenetskyi, I. Luchytskyi, O. Markevich, M. Mikhnovskiy, I. Ohienko, V. Peretz, O. Potebnya, Olena Pchilka, S. Rusova, S. Siropolko, S. SmalStotskyi, M. Sumtsov, I. Franko, G. Khotkevych, S. Shelukhin, V. Shcherbakivskiy and others. It is with their names that the idea of creating a free Ukrainian university, which was embodied in 1921 (Vienna, Prague, Munich), the increase in the Ukrainian-studies content of university courses, student science and teaching-methodological literature, the opening of Ukrainian departments, the testing of Ukrainian as a university language, etc. It should be noted that although in the Austrian Ukraine all the aforementioned processes gained much greater scope, the first real Ukrainian higher education institution of the beginning of the last century was the M. V. Lysenko Music and Drama School opened in Kyiv (Davydenko, 2010, p. 59).

Education of the people was one of the leading tasks of all Ukrainian governments of 1917–1920 – the Central Rada, the Hetmanate, the Directory. All of them sought to implement the democratic principles of education – universality, accessibility, equality, free education, and education in the native language. In total, by 1917, there were 27 higher educational institutions in Ukraine, with over 35,000 students studying there.

The restructuring of higher education at this time was associated with the establishment of a number of new higher educational institutions, mainly of the university type, which at the same time were to provide special (narrowly professional) training of specialists. Thus, in the summer of 1918, two faculties of

the university in Ekaterinoslav began their activities, the Faculty of History and Philology in Poltava, and the Kamianets-Podilskyi Ukrainian State University was founded. The imperial universities (St. Volodymyr, Kharkiv and Novorossiysk) were recognized as state universities of Ukraine (Demyanenko, 2006).

On the eve of the war in 1941, a university system operated in Ukraine, which included six classical universities - Kyiv, Kharkiv, Lviv, Odessa, Dnipropetrovsk, Chernivtsi, and after the end of the war and the accession of Transcarpathia to Ukraine, Uzhhorod State University, the first higher education institution in Transcarpathia, joined the university system. In the 1950s, Kyiv, Kharkiv, Odesa, and Lviv remained the main centers of higher education in Ukraine. In 1958, 70 out of 140 higher education institutions were concentrated in these cities, and 59% of the total number of students studied there. There were 24 universities in Kharkiv, 18 in Kyiv, 16 in Odessa, and 12 in Lviv (Radul, 2017).

Teaching is an important process of cultural transmission. Some have argued that human teaching is a cognitive instinct – a form of ‘natural cognition’ centered on mindreading, shaped by genetic evolution for the education of juveniles, and with a normative developmental trajectory driven by the unfolding of a genetically inherited predisposition to teach.

Among the studies of the history of pedagogical education in the last decades of the 20th century, we can single out the monographs of Mayboroda “*Higher pedagogical education in Ukraine: history, experience, lessons (1917–1982)*” (1992), Postolatia’ “*Pedagogical education in the Kirovohrad region (1865–1965)*” (2006), Radul’ “*History of higher education in Europe (5th century – mid-20th century)*” (2011), and the textbook by Aleksyuk “*Pedagogy of higher education in Ukraine. History. Theory*” (1998).

A study of the evolution of Ukrainian higher education pedagogy in the 20th century would be incomplete without an analysis of the role of the Ukrainian diaspora.

Prominent representatives of national Ukrainian pedagogy in the countries of Central and Western Europe in the 1920s and 1930s were A. Zhyvotko, I. Ohienko, S. Rusova, V. Simovych, S. Siropolko, S. Smal-Stotsky, whose legacy is already quite well known to the broad pedagogical community. The reason for the so-called Ukrainian pedagogical “explosion” outside the native land was primarily the objective historical and social circumstances in which the luminaries of Ukrainian science found themselves as a result of political emigration after the defeat of the national liberation struggles of 1917–1919. M. Semchyshyn (1993, p. 528) defined their activity as a “phenomenon”, as one of the most striking manifestations of “national vitality and individuality”.

The life credo, the motto of the stay in emigration of the above-listed teachers were the words of S. Rusova: and “here one can work everything for it, for native vast Ukraine” (quoted in Dzhus, 2013). And indeed – the activity of Ukrainian higher schools in a foreign country causes only admiration, pride, and sometimes – shame for the “transformation” of modern Ukrainian universities into regional ones (meaning the language issue). Only in the capital of the Czechoslovak

Republic in the interwar period did the chronologically first higher Ukrainian school abroad function effectively – the Ukrainian Free University, transferred from Vienna to Prague, the first higher pedagogical educational institution – the Ukrainian Higher Pedagogical Institute named after M. Dragomanov, the Ukrainian Economic Academy, the Ukrainian Institute of Social Studies (since 1929 – the Ukrainian Sociological Institute), the Ukrainian Studio of Plastic Arts and other Ukrainian educational institutions.

The political processes of the mid-20th century led to the formation of a new galaxy of Ukrainian émigré teachers – followers of the pedagogical ideas of educational figures of the interwar period: I. Bodnaruk, H. Vaskovych, A. Horokhovych, M. Deyko, E. Zharsky, V. Lenyk, V. Lukash-Bodnaruk, M. Pasternak, I. Pelenska, I. Petriv, P. Savchuk, A. Smerechynska, V. Yaniv, L. Yasinchuk and others. The core of the work of these scientists was the search for the educational ideal of a Ukrainian in the diaspora, taking into account the prospects of assimilation processes, the issue of preserving national identity, preventing the alienation of children and youth, identifying ways of active socialization of Ukrainian emigrants in the modern socio-cultural space (including in the conditions of mixed marriages), psychological aspects of Ukrainian education abroad, extracurricular educational activities with children and youth, and the problems of Ukrainian textbook creation and curriculum development.

In O. Kulchytsky's article "*Psychodidactic Aspects of Ukrainian Studies Education in the Diaspora*", we find a clearer and more expressive vision of the educational ideal of Ukrainians. He calls it the "Ukrainian creed", the "belief" of a Ukrainian in the Free World, which is based on the awareness of his citizenship in the country of settlement and "spiritual citizenship" – "The Holy of Holies": "I am a Ukrainian and I will never renounce my Ukrainian spirituality (quoted in Dzhus, 2013). A Ukrainian in the diaspora, in his opinion, is a full-fledged citizen of his country, connected with the Ukrainian people by the knots of the Ukrainian language and culture, whose personality is marked by Christian-ethical values and creative action for Ukraine. Considering the educational ideal in the perspective of assimilation processes, O. Kulchytsky traced a certain pattern: "what the son wants to forget, the grandson wants to keep in memory" (Dzhus, 2013, p. 158). This refers to the "self-affirmation of personality" of the descendants of immigrants in a foreign environment through awareness of oneself as a Ukrainian and thus eliminating the inferiority complex. However, the researcher notes that this feature is inherent only to strong people.

In the second half of the 20th century, the sphere of higher education was enriched by phenomena that changed human consciousness and professional training of specialists. Political transformations were constantly taking place within the country, which directly affected the sphere of higher education, which prepared qualified specialists for the needs of the economy and had to respond to socio-political changes and developments. The higher education system of Ukraine underwent active reorganization. Graduates of this period provided the fundamental training of highly qualified specialists of that time, who built the country's economy, working in managerial and executive positions. The second half of the 20th century laid the foundation for the development and reform of higher education, updating its forms and methods. Higher education of Ukraine

(Ukrainian SSR) in the second half of the 20th century. was a component of the education system of the Soviet Union and was notable among other republics in that in the 50s–70s. 20th century. a fairly wide network of universities functioned, which trained specialists in virtually all areas of the economy, science and culture (Lyubar, 1999).

Researchers N. Sydoruk et al. (2008) analyzed the state of use of the Ukrainian language in higher education institutions of the western region. They showed that the language of instruction in the 50s of the 20th century, in most universities, was Russian. At Uzhhorod University, out of 184 disciplines taught in 1953, only 54 (30%) were taught in Ukrainian. In Ukrainian and Russian – 38 disciplines (20%), in Russian – 92 (50%). Out of 200 teachers at Chernivtsi University, only 59 people (30%) taught in Ukrainian. The situation was even worse at Chernivtsi Medical Institute, where out of 143 teachers, only 13 people conducted classes in Ukrainian. (10 %).

#### *The second half of 20<sup>th</sup> century*

As for the second half of the 20th century, researchers propose the following periodization (Skilsky, 2022):

Period I (1960-1969) - the period of reforming the education system;

Period II (1970-1979) - the period of the entry of the “innovative” movement into pedagogy;

Period III (1980-1989) - the period of developing cooperative pedagogy;

Period IV (1990- to the present) - the period of restructuring society.

In scientific and pedagogical experiments in the field of didactics, theoretically substantiated and described by Ukrainian scientists in the 60-69s of the 20th century on the pages of dissertations, problems of not only pedagogy were considered, but also various aspects of psychology, physiology, sociology. Among them, the following should be highlighted: the effectiveness of a modern lesson; the formation of cognitive activity, cognitive interests of a student; the development of independence in learning; various issues of problem-based learning; a programmed approach to learning; the development and verification of criteria for selecting content; principles, methods and ways of teaching; the use of technical methods of teaching. It was in the 60-69s of the 20th century that the most relevant experiments were in scientific and pedagogical research devoted to the issues of lesson effectiveness; the formation of cognitive activity, cognitive interests, needs of students, the development of their independence in learning; problem-based learning; a programmed approach to learning; the development and verification of content, principles, methods and means, etc.

This period of development of didactic experiments was characterized by further expansion and deepening of their problems, improvement of the content of experimental programs and methods of conducting experiments. Comparative pedagogical research began to intensify precisely in the 60s, when certain democratic changes took place in the country. This happened due to the cooperation of domestic comparative educators and specialists from Germany, Poland, Bulgaria, and Hungary. Guided by these tasks, the teaching staff of higher educational institutions involves students in their solution. Science in higher education played a triple role: it is a method of teaching students and

improving the qualifications of the teaching staff; a way of displaying and developing the intellectual potential of university education; an independent contribution to scientific and technological progress (Mikhailychenko, 2022).

In the 70-79s, monographs on comparative and foreign pedagogy were published. Also, for the first time in the 70-79s, pedagogical experiments appeared devoted to programmed learning and problem-based learning. In their works, the authors analyzed the main directions of reforming education systems in countries with different levels of socio-economic development, covered the processes of modernizing the content and methods of teaching, characterized different pedagogical schools, the relationship between the universal and the national, the general and the special in solving educational and upbringing problems.

In 1971, a pedagogical information group was created at the Ukrainian Research Institute of Pedagogy, and since 1972, a sector and later a laboratory under the direction of B.F. Melnichenko. The main areas of work of the laboratory are further development of the methodology of comparative pedagogy; definition and analysis of trends and patterns of development of education and pedagogical thought in foreign countries. From 1972 to 1990, the laboratory staff (N. Abashkina, E. Berezhnaya, N. Lavrinenko, B. Melnichenko, G. Stepenko, I. Teranenko, T. Todorova, and others) published more than 300 works. Among them are the works of the authors of this period: *“The System of Public Education in Foreign Countries at the Present Stage”* under the general editorship of B. Melnichenko (1988, 1990) and *“Methodology and Methodology of Pedagogical Research. The purpose and objectives of the study”* (E. Berezhnaya, A. Klimenyuk, A. Kameta, 1988) (Mosiashenko et al., 2023).

It is worth noting that in the 60-90s, scientific and pedagogical directions were formed in various universities, in particular, in the Kiev State Pedagogical Institute named after A.M. Gorky (now the National Pedagogical University named after M.P. Dragomanov), they were developed very actively by professors and doctors of pedagogical sciences.

Professor Ya. I. Burlaka's scientific interests are very broad and varied: development and analysis of lectures, seminars and laboratory classes, creation of new programs and schemes for the comprehensive study of pedagogy; development of a new course “Didactics” for students and researchers, methodological developments “Technology of the educational process”, study of problems of the educational process and educational work in a pedagogical university; the return from oblivion of figures of Ukrainian scientific thought banned in the totalitarian country (G. Vaschenko, I. Ohienka, S. Rusova), the establishment of Cossack pedagogy, and much more. His works cover a wide range of issues: “Conversation as a Teaching Method” (1961), “The Problem of Improving the Educational Process in a Pedagogical University” (1975), *“Issues of Higher Education Didactics”* (1976), *“Combination of Group and Individual Forms of Students' Educational Activities”* (1978), etc. (Mosiashenko et al., 2023).

At the same time, the 80s of the 20th century serve as a kind of boundary, acting as a “break of eras”. Coming to power after the death of L. Brezhnev in 1983, Yu. Andropov began a series of reforms aimed at overcoming a deep systemic crisis,

the existence of which in the USSR was becoming increasingly obvious. Scientists of the 80s of the 20th century noted in their research that by the 21st century, the higher education system should prepare for changes, since a new generation of people will appear "...a sharp-thinking, actively practical, creatively individual being" (Okolnycha, 2022), who must correspond to a completely new school and pedagogy. According to researcher Yu. Alekseev (1998, p. 19), the task of higher education in the 80s of the 20th century in the conditions of increasing pedagogical workload and deficit of the education budget, was to "change the concept of the educational process, teach students to think freely, non-standardly". And indeed, comparing universities of the beginning of the 21st century and the 80s of the 20th century in terms of their structure, forms of education, teaching staff (qualitative characteristics), material and technical base, ICT complexes, student contingent, teaching and learning methods and other indicators, we, without even delving into quantitative indicators, conclude that this is a new school, a new student and a new pedagogy (Alekseev, 1998, p. 20).

The development of democracy was manifested in the appearance of a large number of manuals, textbooks, methodological recommendations; educational institutions were provided with educational and methodological literature free of charge, however, as N. Avsheniuk, O. Dubaseniuk, S. Nikolayenko note, some of them were of low quality, since they were developed not by professionals, experts in their field, but by random people without sufficient practical and psychological and pedagogical experience. The so-called "innovative developments" partly caused a general decrease in the quality of educational products and, accordingly, the quality of education in general, which subsequently led to the awareness and understanding of the need to create appropriate conditions for providing and receiving quality education. Scientists call this period a preparatory period, or "stage of development of alternative education" (Okolnycha, 2022).

Higher educational institutions were supported by scientific and industrial institutions, which contributed to the strengthening of the "connection between school and life". Despite the above, there was formality and dogmatism in education, which changed the consciousness of young people towards disrespect for higher education as an institution.

Thus, the 80s of the 20th century were characterized by prolonged implicit reformation, which was carried out in conditions of economic and political instability. The task of mass higher education at the turn of the era was to train highly qualified specialists with a qualitatively new level of knowledge, skills, abilities and competencies.

The period of 90s of the 20th century - 2004 was characterized by the development of higher education in the context of industrial society. Higher education acquired a mass character under the influence of the needs of social production, which was constantly becoming more complicated and required an increasing number of specialists with a high level of professional training and competence (Boyko, 2002).

*Modern stage*

At the current stage of society's development, the dominant trends have necessitated a rethinking of the meaning of education, as well as the development of new approaches and priorities. Most countries in the world have recognized the need to modernize education as one of the priority tasks that they must solve for further socio-economic progress. Recently, it has also become obvious that without an effective higher education system capable of training world-class specialists, the state is doomed to lag behind in scientific, technical and economic competition with advanced countries. The educational sphere of Ukraine has undergone radical changes at all levels over the years of independence and the formation of statehood. Today, Ukrainian society is faced with the question of creating its own base for the development of the higher education system, which over time would allow Ukraine to fully integrate into the world educational space.

Higher education aims to ensure the training of highly qualified personnel in all major areas of socially useful activity in accordance with the needs of society and the state, meeting the needs of the individual in intellectual, cultural and moral development, deepening and expanding education, and scientific and pedagogical qualifications.

Modern higher education pedagogy in Ukraine adapts to changes in society and the scientific and technological process, focusing on the development of the student's personality, the formation of his professional and scientific competencies and ensuring full mental growth in the context of educational reform. Higher education in the modern world faces unprecedented challenges and opportunities. Rapid transformation of technologies, changes in society, expansion of global ties - all this requires new approaches to the training of future specialists. In this context, the role of a higher education teacher becomes especially important and responsible.

Higher education institutions occupy a special place in the national education system of Ukraine. They must primarily work for the future development of society. As Academician Andrushchenko emphasizes (cited in Luniachek, 2024), higher education is designed to shape the intelligence of the nation. The future depends on it. The paradigm of the development of education in Ukraine in the 21st century, in particular higher education, is determined by the qualitative characteristics of the society of the future. According to the forecasts of futurologists, the 21st century will be characterized by the following main manifestations: the development of information technologies, general computerization and system programming of all spheres of production, the widespread use of laser technology and microprocessors, the use of telecommunications with feedback, the use of new polymer materials, the emergence of new energy sources. All this will change the rhythm and style of social and individual life of people, who will become more intense, individually responsible, and creative. Life will require an intellectually developed personality, the basic component of whose spiritual world will be fundamental knowledge and the ability to self-educate in the context of information, the volume of which is constantly growing (Luniachek, 2024).

The above-mentioned causes the formation of new requirements for education, primarily professional. It should be fundamental, based on the latest achievements of science, carried out using the latest pedagogical technologies. At the same time, we must not forget that today's specialist must have a high professional culture, moral and spiritual values, so as not to enter into conflict with the environment. All this requires approaches to the organization of human life, which are based on the principles of environmentally safe, life-preserving, life-regenerating, life-affirming principles, equally relevant for man and nature. We must follow the path outlined by V.I. Vernadsky - to learn to live in the conditions of the noosphere.

Batechko and Mykhailichenko, (2020) emphasize that the mission of pedagogy is to change and dynamize the educational paradigm, as such, which provides the basis for innovative approaches to the development of the educational sector, the content and organization of learning, and the interaction of the main subjects of education.

The essence of the conceptual foundations of the higher education paradigm today includes the following: informatization, formation of professional competence, technologicality, digitalization, innovation, scientificity, continuity of the educational process, safety and stability, internationalization and integration, humanization (Kucher, 2020). Meanwhile, the results of the analysis of psychological and pedagogical research indicate that in modern conditions, many scientists believe that the reproductive model of knowledge transfer, which has traditionally been the main one, should now be recognized as ineffective. However, the complexity of the problem lies in the presence of such a contradiction as the need for innovative training of specialists in the conditions of preserving a significant part of the provisions of the traditional educational paradigm. That is, the development of new pedagogical technologies should be associated not only with the rejection of stereotypes of the traditional education system, but also with the simultaneous preservation of all the best that has been developed by national pedagogical theory and practice. Thus, the development and active use of pedagogical technologies, which would be based on the principles of the unity of innovative and traditional approaches, is a relevant and necessary scientific and practical task in the context of the formation of professional competence of future specialists in higher education. Such a condition regarding the rational combination of traditional and innovative paradigms of learning has been successfully tested during the formation of communicative competence of future specialists (Kucher et al., 2019). Therefore, today, teachers are recommended to take into account the psychological and pedagogical condition regarding the rational combination of traditional and innovative paradigms of learning in higher education when developing and practical implementation of didactic technologies.

An important component of the modern paradigm of education is the advanced development of the education system. The most important feature of advanced education is fundamentalization, which should significantly improve its quality, modernize the content of education, and bring it into line with the latest achievements of modern science and culture (Lysenko & Volkova, 2015).

Among other important elements that form the modern paradigm of Ukrainian higher education, the following should be mentioned: 1) development of a new system of values in young people and new relationships between teachers and students; 2) formation of such motivation for learning that is focused on updating one's own system of values; 3) overcoming the technocracy of education; 4) providing the educational process with new methods with a humanistic orientation; 5) orientation on the holistic-mental and moral-aesthetic content of education, introducing elements of spiritual identity and real independent activity into it.

At a new level of its own development, pedagogy in its purpose and content is oriented towards the "man of culture", the culturogenesis of the nation, the universal axiosphere. Man is considered as the goal of society, the cause and criterion of all socio-economic transformations, including the reform of the education system. This trend determines all progressive world civilizational processes. One of the main tasks of pedagogy is to scientifically substantiate the cultural-pedagogical educational space, its content, organization, and means that will ensure broad subject-subject interaction, self-development of the individual, its free self-determination, and the fullest possible self-realization. The emphasis in pedagogical interaction is shifted from external influence to the internal self-creation of a person, from mass phenomena and processes to the intrinsic value of the individual.

#### *Overall implications (conclusion)*

The education system of each country in its evolution is based on its own history, traditions, level of socio-economic development and institutions of the socio-political system. Higher education, as a component of general cultural development, is designed to solve general civilizational and specifically applied issues.

Modern reforms in the higher education system, taking place against the backdrop of Ukraine's entry into the European educational space, are aimed at improving its quality. Ukraine's integration into the global educational space requires constant improvement of the national higher education system, finding effective ways to improve the quality of educational services, ensuring equal access of citizens to high-quality higher education, opportunities and freedom of choice in higher education, modernizing the content of higher education and its organization in accordance with global trends and labor market requirements, ensuring continuity of education and training throughout life.

Increasing the efficiency of vocational education in higher education institutions in modern conditions involves dynamic adaptation to the new needs of society, providing highly qualified personnel capable of using knowledge in accordance with the modern level of technologies. The implementation of the Bologna system opens up opportunities for increasing the efficiency of vocational training in the context of modernization of both the higher education system and the national economy as a whole. And the implementation of the concept of training specialists in the dual form of education will provide an opportunity to gain experience in the practical application of competencies for adaptation in professional activities.

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