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**TÍTULO:** Educación pedagógica de posgrado: tendencias y riesgos.

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**RESUMEN:** El autor se muestra insatisfecho con la visión de la cultura organizacional del trabajo pedagógico en el sistema de educación pedagógica de posgrado, que con mayor frecuencia se centra en la búsqueda de formas alternativas de trabajo y no en el aumento de la efectividad de las actividades pedagógicas de los trabajadores científicos y pedagógicos, que se reduce erróneamente a las calificaciones basadas en los resultados de estudiantes y estudiantes. La urgencia del estudio se ve agravada por la necesidad de búsquedas para la optimización del trabajo pedagógico durante las reformas educativas.

**PALABRAS CLAVES:** educación, filosofía, cultura, sociedad, desarrollo.

**TITLE:** Postgraduate pedagogical education: trends and risks.

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**ABSTRACT:** The author proceeds from dissatisfaction vision of organizational culture of pedagogical work in the system of postgraduate pedagogical education, most often focuses on search of alternative forms of work, and not on strengthening of efficiency of pedagogical activity of scientific and pedagogical workers, mistakenly comes down to ratings by results of progress of pupils

and students. The relevance of a research reinforced by the need of search of optimization of pedagogical work during educational reforms.

**KEY WORDS:** education, philosophy, culture, society, development.

## **INTRODUCTION.**

To designated topic was the need to address through an understanding of the importance of carrying out scientifically based organizational decisions. They accompany changes in the education system.

Let us consider on its important component - the system of postgraduate pedagogical education.

Today, there is a need to proceed from the dissatisfaction of the vision of the organizational culture of pedagogical work in the system of postgraduate pedagogical education, which most often focuses on the search for alternative forms of work, and not on strengthening the effectiveness of the pedagogical activity of scientific and pedagogical workers, which is mistakenly reduced to ratings on the results of pupils and students. The relevance of the research is reinforced by the need to search for optimization of pedagogical work during the implementation of educational reforms.

Practical work as a teacher, school director, inspector, methodologist and other positions in educational institutions, including in the last 20 years in the system of postgraduate education testifies: the most problematic in the range of issues remain aspects of the life imperative, ethics of responsibility, the philosophy of the curriculum, social communications, advanced education, pedagogical risks, on which it is advisable to stop separately.

## **DEVELOPMENT.**

Today, we are increasingly talking about the life-creative imperative of continuing education. What is its content, in particular in the system of postgraduate teacher education? The content of the life-creative imperative in the system of postgraduate pedagogical education may lie in the requirement of constant self-development of the personality and its self-realization in all spheres of his life, including professional life. This imperative echoes the main methodological approach of

philosophical anthropology, formulated by O.F. Bollnow – the requirement of considering a person in the integrity of all that is (Bollnow, 1984).

Given the dialogical approach in the management of postgraduate teacher education, we must emphasize in general, our modern education is an important social communication. In this sense, we rely on the works of Niklas Luhmann (Luhmann & Schorr, 1988; Luhmann, 2014), but I also want to emphasize that the dialogue that arises and is supported in the course of management requires also communicative competence, which must be constantly developed both at the managerial level and at the level of the individual of the teacher and managerial staff.

Turning increasingly to the category of the philosophy of the curriculum of postgraduate education, we give preference to an analytical and pragmatically oriented philosophy. In the Western tradition, we rely on the development of curriculum theory in the American philosophy of education (Dewey and his followers) (Dewey, 2013). It is difficult to avoid the role of the ethics of responsibility in postgraduate teacher education: the ethics of the responsibility of H. Jonas and his followers is the foundation for the formation of new pedagogical relations (Jonas, 2012). So, in postgraduate pedagogical education, it is not only a subject for mastering, but also the life principle of teachers, adherence to its principles, is an indicator of personal and professional maturity of the teacher.

It is impossible today not to mention the pedagogical risks of postgraduate education. Among the pedagogical risks of postgraduate education, the need for permanent re-education, which destabilizes human existence, should be mentioned first. All the pedagogical risks of this education are related to the procedures of selection of knowledge and orientations. With the fact that it largely depends on self-education and self-improvement, on the human qualities of the teacher, on his professional self-understanding, on the ability to innovate and on the perception of educational reforms.

The subjective factor in general plays a leading role in postgraduate pedagogical education. Relation of the educational and cultural potential of the individual with objective conditions for its implementation always generates a number of risks at various levels, among which, first of all, it is

necessary to name the risks associated with a false or inadequate understanding of situational and prospective pedagogical responsibilities.

It is important to emphasize: postgraduate education deals with formed personalities who receive impulses in the system of postgraduate education for their further development, and today also for proactive education. The very concept of "Advance Professional Education", the terminology associated with it, do not yet have a clear and sufficiently unambiguous certainty, which leads to different interpretations, making it difficult to implement the idea of proactive education in pedagogical practice. And that is the problem. We must ponder: do we need pedagogy, which explains only the past. At the same time, today postgraduate pedagogical education can serve as an example for organizing other forms of postgraduate education for other specialties. It is this and the corresponding pedagogical competence that is the precondition for the effective establishment of interdisciplinary connections, but at the same time, the organization of self-education of teachers in the system of postgraduate pedagogical education remains the most difficult practical task.

There is a need for new forms, methods, technologies, conditions for interaction with pedagogical staff. They would help and encourage teachers to independently perceive the need for improvement and motivated increase of their professional competence. Most often, this is due to work in relevant methodological associations of teachers, creative groups, pedagogical workshops, trainings, seminars, workshops, conferences. Such system work allows to continue the projects started in the course period by the final completion in the post-course period by the course task.

Collected results in the mark book make it possible to trace a certain growth of self-educational activity, to make timely adjustments, if necessary, to consult, and to help in case of inability to realize the conceived. It can be added that new tendencies in sociocultural contexts, confrontation with them, or the perception of these new circumstances, contributes to the fact that certain interests are changing relatively quickly, but not simply, another value is being formed in the value picture of one's own personality, its place in the life, in professional activity, new landmarks and trajectories of development of life success and professional pedagogical career are discussed. Along with this, there

is a significant contradiction between the social, moral character of education and the antisocial, soulless market, the existing sphere of services, the modern media. And there is a need to determine what education is: freedom or coercion? Therefore it is important to emphasize that today a German evolutionary pedagogy criticizes both authoritarian and free upbringing. The interests of anti-authoritarian education gave way to a balanced educational practice, the distinctive feature of which is the culture of relatively free choice and certain freedom.

The research of Karl Popper testifies to the intensification of anxious symptoms of the fact that man and society as a whole often do not realize the need for such a way of thinking and acting, and this is fraught with possible destructive consequences at the micro and macro levels of various spheres of life (Popper, 1963). In many ways, this is a consequence of the inadequate orientation of pedagogical professional education to the formation of the spiritual world of teachers as narrow specialists, and not as a person, its world outlook, misunderstanding of its role and place in society, the consequences of its activities, and the low status of the profession in society.

It can be noted that postgraduate education assumes a certain decontextualization so that teachers can go beyond the routine and situational conditioning to a higher level of understanding of purpose and related educational and management tasks.

Today, society is given the opportunity to decide the question of the correlation of secular and religious cultures and their place in the modern educational sphere. All these important issues require a clear and further scientifically based organization of the pedagogical work of scientific and pedagogical leaders. Therefore, in 2010, the State Higher Educational Institution "University of Management Education" National Academy of Pedagogical Sciences of Ukraine, initiated the creation of the All-Ukrainian public organization "Consortium of Postgraduate Education Institutions" as an independent, not-for-profit, voluntary all-Ukrainian public organization, and in 2015 within the Consortium of Activities of the Ukrainian Open University (Ukrainian Open University of Postgraduate Education) as an innovative modern educational institution of the

European type, which included postgraduate education institutions and their partners in sphere of education.

It is important to emphasize that the organization offers the search for options for certain standards of postgraduate education for discussion in the society that require regulatory on the standard of an integral system of postgraduate education, improvement of the standard of professional development, new approaches to the standard of professional development of pedagogical and managerial staff.

Despite the available scientific research in the field of philosophical, educational and pedagogical research on the innovative potential of postgraduate pedagogical education, the problem of its systemic analysis in contemporary sociocultural contexts has not been resolved today.

The combination of philosophical substantiation with the definition of scientific principles of organizational and methodological provision of the process of practical improvement of pedagogical qualification of teachers and heads of general educational institutions in the society of risk is insufficiently highlighted. However, the imperfection of theoretical substantiation and practical recommendations for the introduction of innovations into the educational process of educational institutions in Ukraine requires solving a number of problems. First of all, this concerns the improvement of legal and regulatory support on democratization, encouragement of innovations and introduction of them into practical activities by general educational institutions; orientation to fulfill the order not only of the state, but also of pupils and parents, of the local community; modernization of content, forms and methods of training teachers and school heads to work in complex sociocultural conditions.

Competent approach to the training of teachers and heads on community involvement in educational activities; the cooperation of state and public institutions in the management of education and the decentralization of the management of general educational institutions are required further development. Accordingly, there is a scientific problem to analyze the state of the system of postgraduate pedagogical education in the context of lifelong education throughout modern sociocultural contexts; determine its functional potential and trends for further development.

Postgraduate pedagogical education is part of an integral education system that, according to the Bologna process, should approach the world educational standards, without losing its national identity through certain intercultural communications.

Current scientific research on the development of postgraduate pedagogical education in the context of global changes in the postindustrial model is fragmented and concrete operational. Systemicity and scale of transformations of the national postgraduate pedagogical education requires its analysis in the context of philosophical and educational methodology. The interdisciplinary and metaparadigmatic approach that makes it possible to integrate knowledge of philosophical, psychological, pedagogical, sociological, culturological, and managerial theories on the subject under study that is essential for the formation of the subject and the concept of research. Particular attention should be paid to analyzing the needs of educational subjects and taking into account globalization processes in the educational sphere.

Today, the role of a human teacher, a human head of an educational institution as a subject of acting, which has a humanist-oriented, prognostic, modern, innovative thinking is substantially increasing. Formation of such qualities requires from postgraduate pedagogical education to a greater extent personally oriented character, focus on the development of individual behavioral and acting, promotes the social and professional adaptation of the pedagogical worker in the labor market. Today, this can be achieved if the functioning of an integrated system of postgraduate pedagogical education takes into account the aptitude for active, advance education, a significant increase in innovative knowledge, communicative abilities, the development on this basis of the teacher and head of the educational institution of personal and professional activity, and the prognostic realization of knowledge.

Postgraduate pedagogical education is objectively inherent in a certain property to develop the natural aptitude of the teacher and the leader to self-actualization. Today, the most productive direction of maximizing this trend is the introduction of methodology and practical technologies of “education without borders”. In this case, technologies and organizational forms of training are aimed at

developing the ability to acquire knowledge, to obtain, to update and continuously increase them through self-education, to use them in an innovative way according to the concept of lifelong learning. The postgraduate pedagogical education itself is transformed from a system aimed at the completion of a professional training within a specific, rather narrow specialty to the formation of a teacher and a head in terms of the development of his sociocultural and general professional qualities in the context of the formation of a new philosophy of the curriculum, the training of the head of an educational institution as an educational philosopher.

Postgraduate pedagogical education depends on what should be the pedagogical activity in the structure of the semi-life orientations of teachers: it can become the main meaning of existence or to be located on the periphery of vital values. A personal approach in postgraduate pedagogical education is proposed to be considered as a permanent innovation activity of all subjects of the education system throughout their life by individual life and professional orientations and trajectories to modernize the educational industry to the challenges of modern society. The ability of the system of postgraduate pedagogical education in a certain way and in a new direction, to develop the natural data of teachers and heads of educational institutions, to increase the degree of self-actualization represents the outpouring essence of the new philosophy of postgraduate pedagogical education, its new content, the new philosophy of management.

Responding to the challenges of modern society, the system of postgraduate pedagogy itself is directly transformed into a change in the content of training of pedagogical workers based on the model of advance education, which in the first place requires the revision of the philosophy of the curriculum of postgraduate pedagogical education of pedagogical workers and heads of general educational institutions for management of activities in the conditions of democratization society and educational sphere, including the conscious motivation of all participants of the educational process to the state and public administration.



In order to implement the principles of democratic management as a means for solving the organizational and managerial problems of postgraduate pedagogical education, it is also necessary to consult the works of T. Kotarbynskyi. Today, there is a certain shortage of resources and underdeveloped traditions of democracy and collective activity, the influence of the local community on state social policy and practice is very limited. But it is necessary to determine what exactly in this area contains a significant potential that can be activated in order to improve the quality of education. Achievement of this is offered at the expense of introduction of state-public and public-state management of educational institutions.

It is necessary to emphasize that the practical significance of the study of changing the culture of management and public participation in the management of secondary education, the whole system of education is that it contributes to a deeper understanding of the essence and role of the public component in the management of educational processes and institutions, changes in educational policy.

The findings of the study are essential for the development of practical measures for the implementation of social policy in the field of education and social interaction, modeling and implementation of educational activities for the school and parent community.

The high rates of participation of these EU countries in continuing education are evidence of a state policy in the context of supporting and encouraging the professional self-improvement of human potential through different forms of non-formal education and the initiative of citizens themselves in choosing ways and methods of learning in accordance with the interests of their self-education activities, which in the end contributes to the opportunities for innovation as an individual, and the economies of these countries, to increase their competitiveness globally on the labor market.

Such educational activities are not limited to the borders of a particular country, but tend to be due to educational mobility and the practice of international exchanges for conducting international conferences, seminars, trainings that promote the development of joint social and educational projects in different directions, in the demanded sociocultural contexts of modern society.

Today, the right of citizens to postgraduate education is regulated by the current legislation independently in Ukraine "... from age, gender, ethnicity, educational and educational qualification level, scientific degree and academic rank, ideological beliefs, social and property status, place of residence, state of health". It is important to emphasize that the right to choose the forms of obtaining and the structural unit of an educational institution in any period of life" (Ministry of Education and Science of Ukraine, 2014), but this draft bill has not yet been considered by the Verkhovna Rada of Ukraine. The Ministry of Health and the Ministry of Internal Affairs of Ukraine were able to achieve the adoption of resolutions by the Cabinet of Ministers, according to which, they established a system of postgraduate education for their specialists.

In complex modern sociocultural conditions, it should be emphasized that external factors are significantly influenced on the established postgraduate education system: the processes of globalization of society, the internationalization of education, activities of international organizations, which accumulate progressive scientific and technological ideas and put forward urgent requirements for its improvement.

Consequently, the formation of common trends in the development of postgraduate education in the world educational space, which largely determines the vectors for further reform of the entire national system of education. The questions of preparation and professional development of scientific and practical workers, teachers in modern conditions are reflected in the following important documents of international organizations adopted at the beginning of the XXI-st century: OECD / UNESCO "Teachers for Tomorrow's Schools. An Analysis of the world Education indicators. 2001 edition", which focuses on the growth of demand for higher education, active participation in the widening and diverse contemporary branches of education, the role of teachers and their level of education, education as the most important factor in the adaptation of citizens and societies to deep social, economic and cultural change, promoting human resources development, sustainable development of national societies (Teachers for Tomorrow's Schools. Analysis of the world Education Indicators, 2001). A World Bank Report «Lifelong Learning in the Global Knowledge Economy: Challenges for

Developing Countries» 2003 (A World Bank Report, 2003), the OECD Report on “Attracting, Developing and Retaining Effective Teachers” examines new education and education policies for attracting, developing and retaining effective teaching staff capable of working on new innovative technologies and techniques (Teacher Matter: Attracting, Developing and Retaining Effective Teachers, 2005).

Postgraduate education in the European Union countries includes graduates from higher education institutions with a bachelor's degree and doctoral degree, and higher education is regarded as academic education with the inclusion of modern vocational education in different programs at different levels, which enables the transfer of different transfer credits from one program to another (International Standard Classification of Education, 2012, p. 46-59). Specialists from European countries carry out a continuous study of the global system of higher education from the point of view of the impact of higher education on economic growth, serving the public interest, the level of autonomy and the role of public administration, subsidies and public funding, urgent issues of system development and unresolved issues (Santiago, et al., 2008, p. 57).

The attention of international specialists to the development of postgraduate education is supported by the OECD for many years and is positioned as specialized or research training after receiving university education covering the complex issues of funding and financial support for students, employment, unemployment of graduates of higher education, and involvement in postgraduate studies for women; debates complex issues associated with an increase in demand for higher education in the 60's and a sharp drop in demand in the 80's. Universities considered their area of responsibility to improve research, and postgraduate education was one of the priorities in the educational policy of educational institutions where postgraduate education programs are being developed and involving professional corporations and business structures to provide a certain level of postgraduate education in the aftermath of the graduation of their programs and projects in the postgraduate education system (Blume & Amsterdamska, 1987, p. 41, 67).

Professional education after receiving a specialty will be considered as a certain structural barrier to lifelong learning (lifelong learning) for flexible adaptation to technological innovations and new areas of development to enhance the competitiveness of their country through the provision of their labor resources relevant new skills and abilities. It is important to emphasize that all these international documents recognize the role of teachers of educational institutions for the further development of an individual, society, economic status of national countries. And under such conditions, the role of the scientific and pedagogical worker, teacher, head of educational institution, and institutes of postgraduate pedagogical education is significantly increasing. Institutions of postgraduate pedagogical education are classified in the system of higher education of the III and IV accreditation levels in the educational education sector but have certain specific characteristics.

The philosophical and anthropological concepts of education and training, which are incorporated into the evolutionary plan of human, are an essential part of anthroposotsiogenesis, thanks to which a person can act as a creature and creator of culture. The theoretical origins of the justification of German pedagogical anthropology are based on the humanization of pedagogical practices, the human-dimensionality of national education (Kant, Humboldt, Fichte), “the spiritual awakening of human, his turn to true being” (O. Bolnov), dialogical pedagogy, “the problem of meeting” (M. Buber), critical pedagogy on the principles of social anthropology (P. McLaren, N. Postmen), individualization of shifts, which involves the growth of autonomy and freedom along with the growth of individual initiative and responsibility (N. Elias, G. Jonas, A. Gonnet) (Andrushchenko & Peredborska 2009).

Legislative documents of the country on education and the National Doctrine on the Development of Education in Ukraine, in particular, at the legislative level, consolidated the main provisions on the strategy for the development of the modern educational system of Ukraine in the XXI century, including postgraduate education. On June 26, 2013, the President of Ukraine approved the Strategy for the Development of National Education till 2021, which envisages the improvement of the system of postgraduate pedagogical education. Postgraduate education today needs a separate legislative

basis. It is closely linked with the development of an integrated education system, requires modern scientific approaches to the formation of the individual, the choice of conscious worldview and value orientation. These contexts are relevant for the development of the personality of a modern person.

All these complex aspects of higher education are closely linked and show in new sociocultural conditions there are new social problems. The process of transformation of our society is accompanied by the emergence of a large number of social problems, which, in turn, endangers the processes of social reproduction and development. The postgraduate system becomes more mobile, and its social agents at the expense of increasing the degree of freedom are slowly fixed in their structures.

In our era, the era of globalization, according to British scholar Anthony Giddens, the risk is increasing (Giddens, 2000). The concept of risk involves the existence of a society that seeks to get rid of the past, moving towards a global perspective through the young people's vision of formal and informal education opportunities (Hanvey, 1982), while emphasizing the need for readiness for continuous change at the personal and social levels, with awareness of their own choices, when educational institutions and the media socialize people by imposing their priorities (Hanvey, 1982, p. 162).

It should be noted that postgraduate education implies a certain decontextualization in order to allow its subjects to go beyond the routine of everyday life and situational conditionality to a higher level of understanding of the purpose and associated scientific and educational tasks.

The philosophy of continuing education in the system of postgraduate education is considered as a philosophical and anthropological justification based on the needs of self-development of a person and his personality for the preservation of the human being. This view should be cross-cutting in further studies of the system of postgraduate education. It is also important to combine postgraduate education with the life trajectories of human development.

We would like to draw attention to the innovative activity in the work of teaching staff: today it is relevant, but it is necessary to take into account its ambivalence by many indicators. What is important is not the motivation to innovate, "... it's not art to live by itself and not the best experience of virtuosos of life-creation, but rather the Kantian question: how is life-creation possible, what mechanisms are fundamental for it, and what role plays in it the education and upbringing" (Kultaieva, 2016, p. 104). In innovation activity of scientific and pedagogical workers, novelty is "... the way in which experience gains its openness in the openness of things themselves and preserves the openness of the things themselves in its openness, charging time space (Zeit-Raum) in the history of the world. Therefore, this experience is a novelty experience, because it allows speaking to the inexpressible" (Prihodko, 2011, p. 58).

The society is given the opportunity to solve complex issues in the area of the correlation of secular and religious cultures, their place in the modern educational sphere, which provides the basis for a constructive dialogue between the educational community and all civil society institutions on education and upbringing (Sahuichenko, 2013).

The relevance of this complex issue is intensified by the fact that in "... in the modern axiological perspective, with its inter-subjectivity and expressive ethical emphasis, the normative model of spirituality acquires a discursive character. Discourse must immanently contain the complex dialectic of argumentation and beliefs, where the argument provides the requirements for universalization, interpersonalization and institutionalization, and represents the logical and reflective moment of spirituality, and persuasion ... gives the debate a meaningful and sense on the value and personal components" (Stepanenko, 2010, p. 64).

## **CONCLUSIONS.**

The trends found in the study can be the basis for the further development of problems related to the philosophical understanding of the future of the domestic system of postgraduate pedagogical education, for the development of thematic special courses, for the training of scientific and

pedagogical workers as educational philosophers at advanced training courses in institutes of postgraduate education, for teachers of thematic courses on topical issues of the philosophy of education, for working with wide circles of the public in regional public development programs organizations for the development of social partnership that helps eliminate in human consciousness moral and legal duality.

The results of the study can be used to determine significant changes in the strategy of development of the educational industry at the regional and state levels, they will help in the organization of educational activities as an integrated process of personality education throughout life, including fully using the innovative activity of the postgraduate pedagogical education system according to the concept of advance education for sustainable development, taking into account existing pedagogical risks, as discussed in the author's thesis research (Sahuichenko, 2013).

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