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The modern world is faced with the phenomenon of increasing the role of human capital in the investment structure. Some aspects of this phenomenon are discussed in the current Issue of the Journal.

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DEVELOPMENT OF INTELLECTUAL POTENTIAL AS THE BASIS OF THE COUNTRY'S ECONOMIC SECURITY

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Abstract

The article is devoted to the topical issue of economic security in the private formation of intellectual potential, and its development. The goals of the economic security strategy are formulated on the basis of using the intellectual potential of Ukraine. Measures for the implementation of the strategy and directions for improvement have been determined. The intensity of using the tools of the mechanism for strengthening economic security largely depends on the general conditions and environment that have developed in the state, that is, on

the degree of development of the economic system, the institutional environment, the level of innovation of the entrepreneurial sector, the socio-political climate, etc. Indeed, the effectiveness of the functioning of the system of economic security in general will depend on the correct and correct choice of tools for strengthening economic security in specific conditions. The main factor and priority of the development of the national economy is the intellectual potential as a set of knowledge, intellectual skills and abilities of the population of the state, based on the high cultural and spiritual levels of self-awareness. Intellectual potential has been investigated from the point of view of resource, target, innovation, information, functional, system, transformation, multilevel, structural approaches. It is substantiated that the economic nature of this concept is most fully disclosed as an integrated dynamic set of interconnected and complementary components - education, science, culture and spirituality, the interaction of which causes a synergistic effect whose action, provided that the developed institutional infrastructure is aimed at strengthening the economic security of the state and as a source of new knowledge, ideas and information; the set of intellectual abilities of all members of society; factor of innovation of the national economy; stock of economic strength of the state; a guarantor of economic security and a strategic resource in the globalization dimension.

Key words: economic security, intellectual potential, innovative development, national security.

Introduction. The modern Ukrainian economy is looking for ways out of financial, political, social, resource, military and moral crises of society, so it is extremely important to understand the importance of the intellectual potential of society. Awareness of the intellectual potential of society is extremely important in the interests of strengthening and stabilizing one's own economy. Intellectual potential is the most liquid asset of the national economy, able to guarantee security, livelihood and economic growth. The intensity of using the tools of the mechanism of strengthening economic security largely depends on the general conditions and environment that have developed in the country, i.e., the degree of economic system, institutional environment, level of innovation in the business sector, socio and political climate and more. After all, the effectiveness of the economic security system in general will depend on how correctly and correctly the tools for strengthening economic security in specific conditions are chosen. Thus, in

the period of aggravation of internal and external contradictions, the issue of creating a system of economic security becomes very important.

Analysis of recent research and publications. Many scientists have devoted their works to the issues of theoretical substantiation of the economic nature of human labor and intelligence, theoretical and methodological principles of development of intellectual potential as the main productive force of society. There are some of them, such as V. Bazylevych, G. Becker, V. Vernadsky, T. Baulina, V. Geitz, M. Zgurovsky, S. Kopytko, M. Krupka, I. Moiseenko, S. Podolinsky, B. Pshyk, M. Tugan-Baranovsky, J. Schumpeter, Y. Iakovets, and others.

Identification of previously unsolved parts of the overall problem. The research of domestic scientists uses the definition of intellectual potential as a set of intellectual abilities of the population, logistical, financial, informational, organizational and economic resources and a set of factors that can solve current and future problems of innovative development [1; 2]. The processes of formation and development of intellectually oriented economy in the composition of intellectual potential faces significant changes due to deeper knowledge of the laws of nature and society, increasing complexity of technology and technological processes, increasing mental work and skills requirements. This complicates the professional and qualification structure of the population, which participates in the formation of intellectual potential. Intellectual potential plays a key role in the system of economic security of the State; therefore, it is extremely important to consider the intellectual potential through the prism of its role in the system of economic security of the state.

The research objective. *The purpose of the article* is to prove the leading role of intellectual potential in the system of economic security of the state, to determine strategic development priorities and effective ways to strengthen the influence of intellectual potential on strengthening the economic security of the state.

The statement of basic material. Nowadays, the intellectual potential is determined not only by specialists with secondary and higher education, but also by other citizens, whose work is characterized by creative nature, thorough and comprehensive knowledge and the appropriate level of education. The intellectual potential of Ukraine of the population is divided into the following types according to professional composition: industrial (engineering and technical workers, specialists in the national economy), humanitarian (workers of higher and secondary

qualifications of secondary schools, cultural, arts, health, physical culture and sports), scientific (scientists, highly qualified personnel of higher education), administrative (employees of the administration, legal services, banking and financial system, etc.), military (intellectuals of law enforcement agencies) [3].

Modern post-industrial economy is based on the production and use of scientific knowledge, resulting in modern technology, new methods that guarantee profit. Meanwhile, it should be noted that Ukraine has not yet created favorable conditions for the development of intellectual potential, the formation of demand for innovation, the diffusion of innovation. The complex of political, legal, financial, organizational, technological and other obstacles still effectively blocks the mass implementation of innovations in Ukraine, which negatively affects its economic security. The economic model that has developed in Ukraine is literally "washing away" financial resources from innovation. Given these obstacles, there is a need for consistent use of extensive tools of economic regulation, in-depth professional analysis of the conditions for the development of intellectual potential and decisive action to implement it. First of all, we need the maximum mobilization of entrepreneurial resources of the national economy, which should become the main driver of innovation processes in Ukraine. The most important task of the state is to create appropriate conditions and infrastructure for this, to encourage businesses to move in an innovative way of development [5].

Due to the fact that intellectual resources in general are actively used in the processes of economic development, intellectual potential is transformed into intellectual capital. However, in Ukraine there is the biggest difference between economic potential and its actual functioning. This means that the country's available resources, including intellectual resources, are not used effectively and the economy develops below its capacity. Therefore, the main components of economic security in Ukraine on the basis of intellectual potential are STP, education system, modernization of the Ukrainian economy, innovation costs and costs of basic research.

Analysis of the reasons that hinder the development of intellectual potential in Ukraine, has showed that the main of them are: imperfection of current legislation in the field of intellectual property protection; failure to work out mechanisms for state stimulation of innovation activities, taking into account the various stages of creation and implementation of innovative products and services; low level of infrastructure support in the functioning of innovation markets; lack of state

resources needed to ensure high rates of innovation development; passivity of private investors in the areas of financing domestic innovation structures; high risk of investing in the development of domestic innovation; competitive struggle of different states for the creation and implementation of innovative products and services. All this leads to low efficiency of intellectual potential [4].

The main directions of development of intellectual potential and strengthening its role in improving the economic security include: raising the status of intellectual activity through special programs, raising wages in education and science (not lower than the average in industry), increasing public funding in these areas; expanding the network of innovation infrastructure; development of information and innovation environment; application of the system of economic incentives for innovative activity of enterprises.

Now there is a need to form and implement a long-term strategy for intellectual potential development in Ukraine, which aims to create favorable conditions for the development of intellectual potential of the nation as a basis for a competitive innovation economy to meet the growing intellectual needs of the individual and Ukrainian society. Integration of Ukraine, such documents should be developed in accordance with EU standards and become an effective means of managing intellectual potential not only at the national but also at the regional level.

The basic goals of such a strategy should be defined as follows: the establishment of a mature national identity as the basis of intellectual development; formation of new principles of economic competitiveness based on the choice of the model of innovative development in Ukraine, which is based on knowledge; bringing national scientific and educational systems in line with European standards and joining the single research space of Europe; creation of a national scientific and educational space as a basis for the formation of the foundations of the information society in Ukraine; formation of legislative and institutional bases of functioning of the market of intellectual services and protection of intellectual property in Ukraine.

The main criteria for implementing such a strategy in the context of economic security should be considered the following: increasing the share of GDP allocated to higher education, science and science-intensive industries; increasing the growth rate of the intellectual services sector in the economy; increase in funding for research and development, the number of researchers and the number of organizations engaged in research and development; growth of the volume of

performed scientific and scientific-technical works and their share in GDP; growth of the average level of education of the economically active population of Ukraine, as well as the share of workers with higher education and mobility of intellectual workers; increasing the quality of education, forming the market of educational services and training; ensuring the growth rate of average income of intellectual workers [4].

Today there is a string need in creating such a strategy and its practical implementation. Therefore, this issue should be given special attention by the relevant authorities, to determine the timing of the creation of such a document so that it becomes a strategic basis for the development of Ukraine's intellectual potential. Moreover, the main focus should be on creating conditions to increase the level of economic security of the state on the basis of intellectual potential, including the use of all possible mechanisms of direct and indirect influence of state regulation, taking into account real resources for their implementation.

The need for Ukraine's integration into the European and global competitive environment determines the need of formation of an innovative model of development, in which the main source of economic growth is given to the results of intellectual activity and their practical application. This is the well-known way of building a knowledge-based economy, not only in highly developed countries, but also in countries undergoing a period of transformation.

Ukraine's intellectual potential should be aimed not only at solving problems of State development, economic growth and improving living standards, but also to serve as a basis for maintenance of economic security through intellectualization of social processes, implementation of innovation policy, use of educational, scientific and cultural potential, the growing role of science and education in the modern development of the State.

The formation and implementation of a long-term strategy for the development of intellectual potential in Ukraine will allow to establish close connection and relation between the State and society in the field of intellectual potential management, which will significantly strengthen the economic and political security of Ukraine. This approach should include: concentrating resources on priority areas to create conditions to ensure the growth of intellectual potential and strengthen its role in ensuring economic security; the unity of educational and scientific processes and their focus on economic, social, intellectual and spiritual development of society; optimal combination of state regulation and management of intellectual activity in higher educational

institutions, research institutions, enterprises and organizations [4].

Conclusions. The main factor and priority of the national economy is intellectual potential as a set of knowledge, intellectual skills and abilities of the population of the state, based on high cultural and spiritual levels of self-awareness. Intellectual potential is studied from the standpoint of resource, target, innovative, informational, functional, systemic, transformational, multilevel, structural approaches. It is substantiated that the economic nature of this concept is most fully revealed as an integrated dynamic set of interconnected and complementary components - education, science, culture and spirituality, the interaction between which determines the synergistic effect, which with a developed institutional infrastructure source of new knowledge, ideas and information; the totality of intellectual abilities of all members of society; factor of innovation of the national economy; stock of economic strength of the state; guarantor of economic security and strategic resource in the globalization dimension.

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**DEVELOPMENT OF PRODUCTION CAPABILITIES OF THE NATIONAL
ECONOMY UNDER THE INFLUENCE OF GLOBAL FACTORS AND
TRANSPARENCY**

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Abstract

The main aspect of the effective development of the national economy is the maximum openness of economic and social processes in the macroeconomic environment of the country, which consists in the fact that economic entities are obliged to disclose information about their activities, and every representative of society has the corresponding right to receive it.

The functioning and development of the national economy in aggressive and unstable conditions is impossible without researching its production capabilities, considering the influence of global factors and transparency.

Keywords: production opportunities, global factors, transparency, macroeconomic environment, national economy.

In recent years, in the national macroeconomic environment, there has been a shift in state policy towards balancing aggregate demand and supply, provided that controllable and uncontrollable factors that arise because of global changes are considered. The goal of the supply policy is the constant growth of the potential volume of business results. The supply policy is aimed at mobilizing factors of economic activity and production capabilities to increase the volume of products (services) within the framework of strategic and tactical plans.

Scientific studies confirm that an increase in aggregate supply in the short term ensures an expansion of the volume of production (services) provided the appropriate price level satisfies the

consumer market. If appropriate measures are taken that are aimed at stimulating aggregate supply in the long term, then this adjusts its level, affecting general and special indicators of economic activity in the national macroeconomic environment, and at the same time, the potential output of products (services) partially increases.

Adherents of the "supply-side economy" theory believe that state institutions should implement a policy aimed at stimulating production activity and ensuring an increase in the potential volume of the country's output, which corresponds to the level of aggregate supply in the long-term period, and it is necessary to consider the peculiarities of the structure of economic activity in the national macroeconomic environment with taking into account the influence of globalization factors.

Globalization is a certain process of dialectical interaction of national and global social processes, which is characterized by the gradual restriction of national characteristics of social relations, as well as the corresponding qualities of a person, their gradual subordination to the system of global relations, including the laws and regularities of such interaction, the integrity of which is ensured by national structures [1].

The theory of "supply-side economics" is a theoretical and methodological approach, according to which the basic means of stimulating economic growth and combating inflation is to stimulate the aggregate supply of products (services) because of the growth of capital investments through the reduction of taxes and fees, the provision of tax credits, and not the regulation of aggregate demand.

Within the framework of this theory, the influence of state institutions on the process of regulating the national economy decreases. A possible way to stabilize the economy by reforming the tax system is also critical. Note that the market economy is the most effective way of organizing economic activity in the national macroeconomic environment. Most of the followers of this theory criticize the provisions of the Keynesian theory that an increase in taxes and fees stabilizes the national economy and leads to an increase in aggregate demand in the country. However, an increase in taxes and fees leads to an increase in the costs of economic activity, and therefore in consumer prices. We emphasize that such growth is transferred to end consumers, which, in turn, restrains capital investment in the national economy. Therefore, in the conditions of the post-war recovery (reconstruction) of the national economy, it is necessary to abandon the

system of progressive taxation, reduce indirect taxes, cancel the corporate income tax, and reduce the tax burden on wages and other payments. A reduction in the tax burden will lead to an increase in income in the national macroeconomic environment and will increase the savings of economic entities and consumption.

Modern economic entities are innovators in the renewal of means of production and production technologies, they will invest the freed resources due to the reduction of taxes and fees in the development of economic activity, which will lead to an increase in supply and revival in the consumer market. For salaried workers, the reduction of taxes and fees will provide an increase in incentives to work, and therefore an increase in additional incomes, which in turn will affect the consumption of goods, works and services. The main aspect of the theory of "supply-side economics" is the Arthur Laffer curve, which visualizes the dependence of a country's income on the average level of tax rates and fees in the national economy.

The military actions on the territory of Ukraine in 2022 clearly demonstrated that only those economic entities that could quickly adapt to changes and have certain powerful reserves and production capabilities survive during martial law. Some entities are left without means for stable functioning due to damage (destruction) of economic infrastructure, lack of financial, material and labor resources. There are also certain threats of mass withdrawal of investment capital. That is why it is strategically important to transform tax instruments, including by replacing the corporate income tax with a tax on withdrawn capital, which will contribute to the development of the production capabilities of the national economy, considering the peculiarities of economic activity in the conditions of war and post-war conditions.

The tax on withdrawn capital embodies the strategic benefits of the national economy and its economic entities. This tax significantly transforms the strategy of economic entities' use of profit, prompting them to reinvest a significant portion of the profit, thereby stimulating them to increase (restore) production capabilities, which in turn will ensure the stabilization of the national economy.

The introduction of a tax on the withdrawn capital will also ensure the process of de-offshoreization, namely, the elimination of issues related to the withdrawal of capital by economic entities to offshore countries with low- or zero-income tax, will reduce systemic tax planning schemes, according to which economic entities overestimate expenses in order to

reducing the tax burden. The tax on withdrawn capital is a progressive tax instrument that will enable the post-war economy to function with further gradual recovery and development of certain branches of the national economy. Thus, the transformation of the tax system in war or post-war conditions will significantly increase the level of investment attractiveness of Ukraine and its economic complex.

We emphasize that, considering the peculiarities of the factors that determine the pace and quality of economic growth in the conditions of globalization, the set of factors accepted in economic theory that determine the level of the potential volume of output of products (services) requires a certain adjustment. According to the Cobb-Douglas production function, the model of which was proposed by American scientists, there is a dependence of the maximum output volume of products (services) on the number of aggregated production factors used, factors that determine the level of potential output volume of products (services) include: capital, costs for wages and innovative component. The calculation of the Cobb-Douglas function has the following form:

$$Y = A * K^a * N^b, \quad (3.1.)$$

where Y - the volume of production (services) of the national economy;

A – indicator of the impact of the innovative component;

K – the amount of capital in the national economy;

N – labor costs or the number of employees;

a – coefficient that reflects the elasticity of production (services) according to the level of capital;

b – coefficient that reflects the elasticity of production (services) according to the level of labor costs or depending on the number of employees.

The Cobb-Douglas production function is a macroeconomic model of the national economy that reveals the functional dependence of production volumes on the means of production and labor. Developed by P. Douglas (economist) and C. Cobb (mathematician) in 1928 for American industry. The methodological basis of the Cobb-Douglas model was the provision of the physical productivity of the means of production (or capital, according to the terminology of Western scientists) and the participation in the production of three factors: capital, labor and the

innovative component [2].

Capital is the totality of all means of economic activity that are used in the creation of real gross domestic product. In turn, the number of natural resources that a country has also determines the corresponding level of potential gross domestic product, namely, land and forest areas, water bodies, minerals, natural and climatic conditions, etc. The discovery of new deposits increases the production potential of economic entities, which is a consequence of the effective policy of institutional regulation.

In turn, labor costs are the total wage bill for employees or the number of the economically active population of the country, which includes the employed and unemployed. When the economy reaches the potential output volume of products (services), unemployment is at its natural level, therefore, the existence of only frictional or structural type of unemployment is possible. The reason for the existence of structural unemployment is the mismatch between the structure of vacant jobs and the qualification level of individuals who are looking for a job. The emergence of frictional unemployment is due to dismissal, transfer to another job, moving to other geographical segments. In any case, the existence of structural and frictional unemployment in the national macroeconomic environment is accompanied by the availability of vacant jobs to ensure employment, which require time to move or retrain.

The driving force that will ensure the development of production capabilities of the national economy under the influence of global factors and transparency is scientific, technical and technological progress (innovative aspect).

Scientific, technical and technological progress finds its material reflection in more advanced economic technologies, namely in the level of productivity of labor and capital and appears as a material basis for the formation of an effective sectoral structure of production in the national macroeconomic environment. The choice of economic technologies depends not only on their technical efficiency, but also on the prices of resources used in economic activity, and in the conditions of globalization – on the relative prices of resources. In such a situation, the institutional policy regarding the exchange rate determines the dynamics of relative prices for resources, which leads to changes in the conditions of economic activity and causes a technological transition, the appropriate distribution of labor and capital between industries to restore the impaired efficiency of their distribution.

Production capabilities are the ability of the national economy and its economic entities to create social and economic benefits under the conditions of full, efficient and effective use of all available resources and a high level of technological development.

Note that limited resources border the possibilities of economic activity. Using resources to create one product (service) means refusing to produce another (other). This aspect forces you to make a choice about which products to create, which consumer needs to satisfy in the first place.

The production capabilities of the national economy, that is, the alternative ability to fully use economic resources for optimal satisfaction of consumer and production (investment) products, is visualized by the production capabilities curve. It demonstrates the multivariability of the production of two goods that require the same resource, provided they are fully used.

The development of the national economy in extraordinary conditions is accompanied by a significant change in the structure and connections of social production. In recent years, there has been a trend of increasing employment in the intangible sector while decreasing employment in the real sector of the national economy. The relationship between the branches of the national economy ensures the achievement of the goal of economic development, which necessitates a change of perspective on the assessment of the country's resource potential.

Research analysis confirms that the country's wealth was considered from the standpoint of land and forest land ownership, water bodies, minerals, fixed capital, the number of working population, natural and climatic conditions, etc. In recent years, the maximum volume of added value is created in the intangible sphere, so there is a need to review the criteria for assessing the country's resource potential.

In this aspect, the level of technology and equipment development, innovativeness in economic activity, the level of human capital development, professionalization of managerial activities, market infrastructure and transparency of the institutional environment acquire strategic importance.

The strategic tasks of the development of production capabilities of the national economy under the influence of global factors are:

- International cooperation
- International specialization,
- Intra-industry integration;

- Cross-industry integration.

Solving the listed tasks will allow to attract investment capital for the recovery and post-war development of the national economy, as well as the implementation of structural and functional modernization of the country's economic complex and its high-tech industries.

Important and interconnected conditions for the development of production capabilities of the national economy are provided by the following components:

- Availability of free investment capital (resources) from potential innovators (investors);
- The desire of investors to place free resources on acceptable terms in the economic complex of the national economy;
- An adequate and effective system of national security;
- Political stability in the country;
- Regulatory and legal support of the investment and innovation process;
- Protection of intellectual property;
- Transparency in the placement and movement of capital in all directions.

Thus, the development of the production capabilities of the national economy under the influence of global factors and transparency relates to the scientific, technical and technological process, which provides fundamentally new technological solutions in economic activity and creates an innovative product.

The main elements that affect the development of production capabilities of the national economy:

- Intangible assets;
- Non-current assets and business processes;
- Organizational-functional, technical and technological modern guidelines of any nature;
- Nationwide production infrastructure;
- Sources of production capital formation;
- Logistics infrastructure;
- Digitalization in the economic complex;
- Innovative product, etc.

The development of the production capabilities of the national economy also requires the effective behavior of economic entities of the country in the domestic and foreign markets, which

will contribute to the greatest quantitative and qualitative effectiveness.

The transformational processes in the national macroeconomic environment, which take place after 2014, are large-scale and long-lasting, and involve the formation of a new factor of production - intellectual (professional competence, knowledge, skills, creativity, operational information, communication, etc.) as an independent and important element of economic and social development of the country. The economy of the 21st century is a knowledge economy, where priority is given to scientists, developers of unique production technologies, and the scarcest factor is not land, capital or labor, but information and analytical support.

The strategic importance of information and analytical support is determined by the integration of the country into the international production and information communication environment, digitization of economic processes in the national and global space, the introduction of integrated multi-production components, the transformation of technological conditions in economic activity, etc., which in turn affects the competitiveness of economic subjects and the national economy.

Competitiveness is a multi-component socio-economic category that visualizes the systemic characteristics of the relevant object (subject) and determines their potential outcome on the consumer market.

When choosing the instruments of institutional regulation of the national economy in the conditions of the war and post-war status, it is necessary to consider the fact that globalization blurs the line between the internal and external spheres of economic activity. In the process of interaction of economic subjects of the country with the international economic system, a type of foreign economic relations is formed, which considers the peculiarities of the impact of globalization processes on the structural and functional component of the national economy.

Thus, globalization forms the unity, integrity, and transparency of the international economic system, which provides access to resources, capital, technology and labor, and in most cases, takes into account the competitive advantages of national economies. However, the competitive advantage of the national economy is provided not by access to cheap resources (capital, labor), but by the availability of modern production technologies that ensure the achievement of their highest productivity.

Summarizing the effects of globalization on the production capabilities of the national

economy, it should be noted that in the context of globalization, the factors that determine the level of the potential output of products (services) are:

- Possibility of capital migration;
- Migration of the working population;
- Import of technologies and labor tools.

In the conditions of growing interconnection and interdependence in the international environment, migration is becoming a significant factor in deepening the globalization of the international economy.

The following processes have a significant impact on the strengthening of international migration:

- Growth of international capital movement;
- Uneven development of individual industries in different national economies;
- Political instability in the relevant geographic segment;
- Occupation and military operations in certain territories.

Note that the uneven development of certain industries in the respective countries leads to the strengthening of the following processes:

- Changes in the demand for skilled labor or, conversely, for unskilled labor;
- The desire of countries in which innovative activity is constantly growing to attract highly qualified human capital in such fields as computer engineering and programming, electric power, bioengineering, mechanical engineering, aerospace engineering, oil production and other promising areas of science and technology.

To date, there is no clear division of countries into countries of emigration, immigration and transit in the international migration process. The status of a significant number of countries has changed or they combine indicators of different categories. Europe, including the European Union, is a major center of international labor migration.

Free migration of the population within the European Union is one of the most unresolved problems. In countries with a low birth rate, immigration ensures population replenishment. However, all these countries have recently introduced mechanisms of controlled migration. European countries, which accepted foreigners for permanent residence, now carry out strict selective policies regarding immigrants and introduce various restrictions. Large European

industrial countries seek to expand legal immigration while limiting illegal immigration.

The importance of immigration is growing as the population aging process becomes irreversible, military conflicts in certain geographic segments and the need to find new sources of labor resources. To solve issues related to labor resources, European countries are looking for ways to increase labor productivity, introduce flexible work schedules, and expand working age limits. But, realizing the severity of the migration problem, the governments of most countries are trying to expand selective or temporary migration.

Thus, the development of the production capabilities of the national economy under the influence of global factors is an important priority task of the state and regional institutions of the country, which must clearly define the need for the application of complex and systemic transparency, which allows to ensure the effectiveness and efficiency of economic activity in the national macroeconomic environment and the attraction of investment resources, human and intellectual capital, taking into account the influence of external and internal factors. The reduction of barriers to the movement of factors of production in the national macroeconomic environment is manifested in the strengthening of market fundamentals and the development of economic activity in the country.

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CONCEPTUAL BASIS FOR HUMAN RESOURCE MANAGEMENT IN INNOVATIVE ORGANIZATIONS

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Abstract

The article aims to identify features of human resource management in innovative organizations and to develop methodological provisions of human resource management focused on improving the performance of organizations. The article highlights the main characteristics of creative people, which, according to the author, determine the success of an innovative organization. The implementation of conceptual approaches when choosing an effective human resource management model contributes to the growth of competitiveness, the introduction of transformations from the viewpoint of innovation, and increases the efficiency and effectiveness of enterprise management.

Keywords: innovation, competitiveness, human resources management methods, organization, strategies.

Problem statement

Innovative entrepreneurship, the level of assimilation of information resources is a necessary basis for the existence of a modern market economy. A key component of today's economy is

innovative organizations, which employ motivated, creative workers who can independently analyze a large flow of information, rather than companies focused on specific products.

The new reality significantly changes the perception of management methods in modern organizations. The function of human resources management becomes a tool of long-term strategy of the organization aimed at creating certain conditions that would develop and implement the best qualities of employees. This requires the development of creative potential of staff, which, in turn, makes the practice of human resource management a link between the innovation process, production, creativity and learning. All this leads to a change in the approach to human resource management in innovative organizations, as it is no longer possible to manage intelligent employees by traditional methods.

Thus, the development of effective methods and approaches to human resource management in innovative organizations today is a very important task.

Analysis of recent researches and publications

It should be noted that the literature broadly covers various aspects of human resource management in innovative organizations. This is confirmed by the work of such scientists as Armstrong M., Bivsheva L., Vakulenko Y., Voronina V., Halych O., Zos-Kior M., Zheldak S., Kovalenchenko A., Kondratenko O., Krutko T., Markina I., Tereshchenko I. and others. It is emphasized that strategic management and the concept of human resources management can increase the competitiveness of the enterprise, create its additional values, to form effective enterprise management.

The work of these scientists has formed the necessary methodological basis, but at the same time many aspects of the problem of human resources management in innovative organizations need further research.

The aim of the article - identifying the features of human resource management in innovative organizations and the development of guidelines for human resource management, aimed at improving the efficiency of organizations.

Results

In the late 70's of the twentieth century in management began to use the concept of "human

resource management", which aroused great interest among both management theorists and management practitioners.

The introduction of the term "human resource management" is due to the focus on the fullest and most rational use of human potential in a constantly changing external environment. Michael Armstrong defines human resource management in this way. "Human resource management is a strategic approach to managing the most valuable assets of the company, namely people who collectively and individually contribute to achieving organizational goals" [1, p. 122].

The concept of human resource management differs from the term "personnel management" because it emphasizes the strategic aspects of personnel decision-making, while "personnel management" more characterizes the daily operational work with personnel [3]. The study found that today the basis of management is the human factor, which is expressed in the ability to organize their own work and the work of the team, in the interest in self-development and creativity. The central figure of management is a professional - a manager who is able to see the prospects for the development of the business in which he is engaged, and who is able to quickly assess the real situation and find the best solution to achieve this goal.

Usually, in the practice of human resource management there are social and personnel marketing. Medunetsky V., Silaeva K. believe that in the scale of personnel policy the main work is:

- Compliance with labor legislation;
- Accounting for current and future needs of the organization in employees;
- Maintaining a stable state to prevent staff turnover;
- Maintaining the balance of interests of the employee and the employer [6].

Considering the content and essence of innovative management of human resources, it is necessary to define such concepts as innovation and innovation, which are components of innovation [4].

Most often, innovation is understood as a creative idea that manifests itself in the components of production and technological work, which has further development [5, p. 40]. In terms of human resource management, innovation, in our opinion, can be considered every rational proposal to optimize the management process at low financial cost.

In our opinion, when implementing a single innovation strategy, managerial innovations

embodied in a new method or principles of management are important. In addition, the means of material support must be taken into account.

Under the innovations in management means the improvement of a certain part of the management process, which requires a radical restructuring of the organization [5, p. 39]. In general, innovations in human resource management can improve the production process and improve the final product (goods or services).

The study found that, in terms of innovation, human resource management has the following features:

- Changes in human resource management are aimed at solving certain problems related to the development strategy of the enterprise;

- It is impossible to determine in advance the result to which they may lead;

- Innovations can lead to conflict situations related to the resistance of employees who do not accept them;

- Changes in personnel management cause changes in the entire management system of the enterprise due to the fact that they relate to the main component of the enterprise - its staff [1, p. 214].

Innovation and human resource management are playing an increasingly important role in maintaining the "main advantage" of organizations' competitiveness in times of rapid change and increased competition. Today, human resource management is considered the key to successful innovation since the participation of creative staff in the innovation process. Experts [2-4] argue that there is no powerful technology or successful innovation without creative and competent people who can adequately use them and benefit the company.

Thus, the task of innovation in human resource management in companies is not only the selection of competent and interested employees, but also the art of retaining them, to develop their professional competence on the scale of the existing strategy.

The innovative process of human resources management can be classified as the sum of management actions aimed at the formation and development of human resources that are necessary for the implementation of the overall innovation strategy of the company.

Thus, human resources are the most important asset of the company. This is confirmed by the fact that the employee must have an active position and constantly monitor whether he

implements the goals he set himself, and what his share in the implementation of common goals of the organization. This is the main reason for the transformation of the requirements for tactics and strategy of human resource management, the formation of specific conditions for this.

In this regard, one of the main directions in the field of innovative methods of human resource management can be considered to improve the quality of working life, which would meet individual needs through their work in this company.

The quality of working life is characterized by the following features:

1. Staff should receive recognition for their work and fair remuneration.
2. Employees must be involved in decisions that directly affect their work.
3. The working environment should be ergonomic, with good lighting and low noise, etc.
4. Maintenance of the working capacity of each employee must be provided.
5. There must be a favorable psychological climate in the team.

Undoubtedly, in order to achieve this goal, outdated methods of human resource management must come with new - innovative methods. At the same time, the use of innovative methods does not mean the exclusion of existing ones, but these methods also need to be rethought, especially in terms of innovation.

Methods of human resource management - a set of tools that enhance the work of staff (employees), entrepreneurs (owners), as well as the reserve of human resources to achieve this goal [4].

Thus, innovative methods of human resource management are a set of techniques and methods that allow a certain number of employees to apply an innovative approach to human resource management, in particular, continuously develop employee creativity to maximize management efficiency and competitiveness. In our opinion, such management methods include: methods of organization; planning methods; methods of motivation; control methods; methods of collecting and analyzing information.

In the structure of innovative methods in the first place are the methods of organizing human resource management. First of all, this is due to the fact that first you need to create an organization, then register it with the appropriate authorities, then recruit the necessary staff, and only at the end of this there is a need for management. In addition, entrepreneurs who want to become owners of the organization are also part of human resources.

Planning methods are methods of determining the need for human resources in the scale of strategic development of the enterprise, as well as the creation of a certain reserve of human resources. In practice, these methods are aimed at comparing the actual available and quantitatively necessary human resources for the implementation of strategic development of the enterprise. Such methods include extrapolation, mathematical models, the method of expert evaluation, and so on.

When creating methods of motivating the organization, it is necessary to pay special attention to teaching methods, depending on the capabilities of the organization and the specific situation. The main rule: learning methods must meet the objectives and objectives of learning. Moreover, approaches to employee training should be based on a single strategy, and incentives should reflect the core values and overall strategy of the organization. The main teaching methods include: analysis of identified problems and development of systems for their elimination; discussions and debates; quality control groups; situation modeling; consultancy; trainings; participation in training programs, role-playing games, etc. Currently, preference is given to programs that combine the initial diagnosis of needs with the organization of the educational process in small groups. This allows you to more accurately control the main results and the process itself.

Methods of control include controlling and auditing human resources. Controlling human resources is necessary to study the impact of work on performance, determine socio-economic efficiency, and coordinate the planning of human resources and other areas, the implementation of practical methods involving human resources.

Since one of the components of the human resources management system of the organization is a set of relationships that provide motivation and information, the implementation of innovative methods requires methods of collecting and analyzing the necessary information. Such methods include interviews, questionnaires, work diaries, group methods, control questions, questionnaires, document analysis, observation and self-observation, sociological research and social experiment. As a result, methods of collecting and analyzing information guarantee its completeness, objectivity, reliability and timeliness. In this case, the collection and analysis of information can be carried out by trained professionals, as well as line and functional managers. The most important prerequisites for the effective choice of human resource management model

in terms of economically innovative development, most domestic enterprises still include:

- 1) Diagnosing the socio-psychological climate of the team;
- 2) Settlement of relations between the leader and subordinates, individual and group;
- 3) Reducing the level of industrial and social conflict;
- 4) High-quality information support of the personnel management system;
- 5) Compliance with aesthetic, ergonomic, psychophysiological requirements.

Awareness of the growing role of the employee, analytics of its stimulating priorities, skillful direction of motivational, qualification and creative characteristics of employees to achieve the goals of the organization, allow to reproduce the conceptual approaches to personnel management.

The situation of a highly competitive market requires adaptability from business systems, which entails increasing the requirements for the model of effective personnel management. Using conceptual approaches in personnel management, first of all it is necessary to pay attention to:

- Basic principles of management and its general orientation;
- The uniqueness of the human resource management model in a single organization;
- In the format of strategic development of the enterprise to determine the need for staff and the formation of human resources;
- Principled elaboration of personnel policy;
- Systematization of general and professional training;
- The prospect of evaluation activities and certification of employees;
- Systematic staff development;
- Level of organizational culture, interpersonal relations between employees, administration and public organizations.

Conclusions

The use and development of these mechanisms of human resource management rationally and logically contributes to the desire to improve the management of innovative enterprises, optimize the usage of knowledge, opportunities, motives of human capital, and stimulates receptivity to innovative changes. In other words, the implementation of conceptual approaches in choosing an

effective model of human resource management contributes to the growth of competitiveness, the implementation of transformations through the prism of innovation, as well as increases the effectiveness and efficiency of enterprise management. The right choice of personnel management formula should modify the existing structure, while being built in gradually, step by step, without destroying it. Modeling of possible ways of development will allow to define among alternatives indirect influence on rational personal knowledge and to make the most of features of each member of collective.

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ESSENCE AND STRUCTURAL FORMATION OF LIVING ENVIRONMENT IN EDUCATIONAL INSTITUTION

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Abstract

The article considers the theoretical aspects of the concept of a “healthy environment”. The structural components of the living environment of the educational institution are characterized. Also, the algorithm for modeling the process of creation of a vital environment for an educational institution is offered.

Keywords: life-value environment, components: value-target content-technological, social-communicative.

Formulation of the problem. In all spheres of life of the Ukrainian people, there are irreversible changes that require new approaches to solving various educational problems, including the education of the younger generation. This problem encourages both scientists and practitioners to seek innovative effective technologies, forms, and methods of work that necessitate a new approach to the system of education in the field of education, development, and implementation of new pedagogical technologies that will promote the holistic, harmonious

development of children.

That is why the main value of modern education is the development of human needs and opportunities to go beyond the studied, the ability to realize creative potential, and focus on continuous self-development [3, 10].

Thus, the process of preserving and strengthening the health of children is a holistic system and at the same time is one of the elements, a specific subsystem of the general system of educational institutions, state, and public organizations that have to solve this problem.

In the process of developing new principles of the modern Ukrainian school, attention is focused on the need to form internal values, critical perception of reality, preservation of identity, the anticipation of global problems, and prospects for human development.

This is the reason for the emergence of the Concept of the New Ukrainian School and the State Standards of Complete General Secondary Education. The purpose of primary, basic, and specialized secondary education is the comprehensive development of the child's natural abilities, talents, competencies, and cross-cutting skills necessary for their socialization and civic activity, conscious choice of further life path, and self-realization.

A person who consciously chooses an individual educational trajectory in accordance with his own interests and abilities, which determine his educational needs, comes to the fore. And ensure the successful implementation of the outlined tasks is possible only if the creation of a vital environment in the educational institution.

Analysis of recent research and publications

The scientific works of I. Bekh, A. Yevtodyuk, K. Zhurba, S. Lupinovych, O. Rohova, and O. Yakimchuk are devoted to the study of axiological principles of the modern education system of Ukraine and the problems of education of meaningful life values in the young generation.

Axiological bases of the process of improving the professional activity of teachers and the management system of innovative institutions are highlighted in the works of I. Isayev, O. Moroz, M. Smetansky, V. Slastyonin, B. Bratusya, N. Tkachova, L. Vashchenko, B. Bratusya, V. Myasishcheva, Yu. Shaygorodsky.

On the basic classifications of values and value orientations of the individual in the spiritual and value sphere (I. Bekh, O. Rogova); values as the basis of life choice and successful self-

realization of the individual (A. Maslow, Y. Andrukhovych, R. Inghart, K. Welzel, G. Biychuk).

Among the important problems is the value-semantic content of the activities of educational institutions and the formation of students' attitudes to learning (O. Rogova, K. Levkivska, S. Lupinovych, O. Zazymko).

The problem of formation of the value-semantic sphere of development of subjects of the educational process concerning health-preserving, nature protection sphere of children of preschool age, junior classes is analyzed in works of O. Vysotskaya, O. Perederiy, I. Bezeny, L. Kharlash, L. Voznyuk, A. Sergienko, T. Vasilyuta, and others).

It is proved that in the Ukrainian philosophical and psychological-pedagogical works of leading scientists-teachers the issues of valuable spiritual and moral experience of the individual, emotionally favorable and safe environment of the educational institution, and various aspects of value formation occupy a prominent place. However, comprehensive research on this issue has not been conducted in Ukraine.

It should also be recognized that in the scientific community today there is no consensus on the conditional list of organizational and pedagogical conditions for the formation of a vital environment. The agreed concept of "living environment" in society is the content of life values, that should unite the living environment in the educational institution, an effective system of the social partnership of participants in the educational process.

The purpose of the article is to reveal the main aspects of the formation of the living environment in the educational institution.

Presentation of the main material of the study

In recent decades in Ukraine and abroad, the problem of values and value orientations of the individual has become particularly relevant. These concepts are the subject of research in many sciences, including philosophy, psychology, and sociology, which speaks of their multifaceted nature. The concept of "value" is widely used in philosophical and other special literature to indicate the human, social and cultural significance of certain phenomena of reality.

Researcher M. Holovaty determines that values are certain ideas, and views with which people meet their needs and interests [5]. In turn, the concept of "value" is close to the concept of "significance". Value can be considered everything that can value a person that is significant and

important to him. In fact, it is about the role that an object or phenomenon can play in people's lives in terms of their needs, interests, and goals.

Value orientations are important elements of the internal structure of the personality, enshrined in the life experience of the individual and the whole set of his experiences [6, p. 12-14]. They separate the importance of a certain person from the insignificant. Value orientations are considered as one of the components of the personality structure: value orientations are a complex formation that absorbs equal forms of interaction of social and individual in the individual, specific forms of personal awareness of the world, past, present, and future, and the essence of their own "I" [6, p. 12-14].

Values are the basis of life, these are historically composed modes, ways of connecting consciousness and the existence of man and the world [2, p. 28]. Value orientations are formed during the socialization of the individual due to the penetration of social information into its individual psychological world. Initially, the individual gains the experience of previous generations, receiving socially accepted stereotypes of behavior focused on socio-cultural values. And then gains his own experience, which helps the individual to adapt to the environment.

When studying the concept of "educational environment" as an object of pedagogical research, scientists often proceed from the position of the continuity of teaching and education.

We agree with the point of view of students [1, 3], who understand the educational environment as a natural and artificial socio-cultural environment, which includes content and various types of educational tools that can ensure productive activities of teachers and students, managing personal development for this condition.

In the dictionary, the environment is understood as "substances, body, which fill a space and have certain properties" [12].

Researcher O. Yezhova notes the importance of attitude to the system of conditions, formation, and activity in the process of mastering a specific system of scientific knowledge, practical skills, and abilities; as a system of conditions for education and training of the individual [7, p. 222].

If it is brought up as a commitment to the nutrition of the system of values created by people, the educational environment of the educational institution is interpreted as a condition for nutrition to the values of people [7, p. 222]. Then the educational space of the institution is a set

of external objects, pedagogical reality, which coexist and interact all the elements to ensure the process of attracting education to the system of universally recognized values. The author describes that an environment is a necessary person, in this interaction of interaction and interaction between the environment and man, and space does not require the mandatory inclusion of man in it. Space can exist without a man as an object independent of consciousness, but the environment can't because the environment is the part of space, not vice versa [7, p. 223].

J. Gibson's theory of possibilities [4] emphasizes the activity of the human subject in the real "life" environment and demonstrates the relationship between subject and environment, which manifests itself in different ways, depending on the properties of the subject and the environment.

In V. Panov's model, the creation of an educational environment is based on the relationship between the system "man - the environment". Under the educational environment, the author understands the system of psychological and pedagogical conditions and influences, which create an opportunity for the disclosure and development of personality abilities of students in accordance with their natural inclinations and requirements of age socialization [9, p. 86–88].

Researcher M. Smirnov argues that an environment in which there are no harmful effects on the health of students, the gradual improvement of conditions conducive to the organization of the educational process necessary for the formation and maintenance of the health of students and teachers, is a health-preserving [11, 192].

According to O. Menchynska, solving the problem of preserving and strengthening the health of students requires a comprehensive approach, which involves the transformation of the educational environment into a healthy living space [8]. The scientist believes that the "healthy living space" is the only valuable and instrumental space of a child's life at school, at home, and in society, filled with learning, work, and diverse communication: with peers, teachers, parents, adults.

Thus, based on theoretical research and the results of the analysis of practical experience, we clarify the concept of the living environment as a socio-pedagogical educational environment aimed at implementing the axiological principles of the educational institution.

The idea of the New Ukrainian School envisages among the fundamental pillars of education future education on values. This is a kind of internal integrator (core) of man, in which all his needs, interests, ideas, attitudes, and beliefs are concentrated.

As stated in the “Guidelines of the modern Ukrainian school”, “life values are not innate, they are acquired in the created life environment, which includes students, their parents, teachers, teachers, management of educational institutions, regardless of age, knowledge, experience or social state” [13].

At the same time, in the process of implementing value changes in the educational institution, we emphasize the need not only to explain them but also to integrate them into life and consolidate values as norms of interaction in the educational environment.

Therefore, the main task of the educational institution is to create a model of living environment that allows you to implement virtually all areas of work.

The model of life environment contains conceptual-target, procedural and result-evaluation blocks with the end result of activity - increasing the levels of values of participants in the educational process to their own health and the health of others, the priority of healthy lifestyle and health culture, development of socially active personality.

The model of the vital environment is determined by its three main components: value-target content-technological, and social-communicative.

Value-target component meets the criterion of “orientation of the institution to create a valuable environment” and indicators: integrity of knowledge, competencies, values of participants in the educational process, development of management culture as a professional value based on humanism and partnership;

socio-communicative, which meets the criterion of “relationships and attitudes of subjects in the living environment” and indicators: attitude to themselves, their own health, the health of others, the world, interpersonal relationships, social self-realization and self-expression of the student, the relationship between participants in the educational process (students-teachers-parents) in a vital environment;

content-technological and, accordingly, the criterion “integration of the knowledge component into the value orientations of participants in the educational process” and indicators: introduction of axiological technologies in educational areas of school education, teaching and educating students based on life values, organization of life activities of teachers.

The presence of the content-technological component requires the use in the educational space of many different educational and upbringing technologies and includes methods and forms of

teaching and education.

In order to organize work in educational institutions, it is necessary to develop a strategy for the formation of an optimal internal living environment, the organization of learning using and strengthening the health of students and achieving higher academic performance.

Thus, based on the developed model of a special algorithm for creating a valuable environment in the educational institution.

The first step is to analyze the infrastructure of the institution, training, teaching, and staffing. This will provide conditions for the organization of systematic work in the institution to create a valuable environment.

Another step is monitoring the value orientations of students and monitoring the health of children: physical health; mental health; social health; spiritual health.

The next third step is the diagnosis and correction and prevention of diseases; disease prevention; vitamin therapy.

The fourth step is to work on providing conditions for personal development of students from the standpoint of values to themselves, others, to life; promotion of the vital component of self-educational activities and personal self-development of students.

The fifth step is to promote the formation of participants in the educational process the need to acquire life skills; search and approbation of effective means, methods, practical tools of preventive, educational, and developmental work and diagnostics.

The sixth step is to increase the professional competence of teachers and practicing psychologists.

The seventh step is to ensure the development of material and technical bases in educational institutions.

The last step is to involve the parent community and public organizations in creating a viable environment in educational institutions.

Conclusions

The system of values is not a passive consequence of the influence of the socio-cultural environment and economic and political factors. It is one of the forms of self-awareness, self-expression of internal intellectual, moral, aesthetic forces, and ideas of the individual, which are

closely related to its needs, interests, and motives. In addition, this process clearly shows the relationship and interaction of the socio-cultural environment, the educational environment of the individual, and the effectiveness of the educational system of society. Values, their nature, features, as well as the system of values in society as a whole, are a kind of guidelines in shaping the worldview, and the spiritual world of man and the desire to possess them is an important condition for acquiring the necessary life experience and socialization. Currently, in the process of personality formation, the problem of creating a living environment for students remains relevant, the importance of which will increase only when there is an interconnection of all values in one system of spirituality that will shape the personality and its essence in a transformational society.

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FEATURES OF THE EDUCATIONAL PROCESS IN THE CONDITIONS OF THE EMERGENCY IN UKRAINE

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Abstract

Under martial law, the field of education has undergone radical changes, there is a need to ensure the continuity of the educational process. Today's new transformational challenges require the search for quick solutions to problems in the context of emergencies in the field of education, adaptation of the realities of the situation in a martial law.

Keywords: educational process, emergencies, martial law, continuity of the educational process.

Formulation of the problem

The education sector is acutely facing the challenges of wartime and is constantly transforming and adapting, considering the status of education in regions with different security situations through monitoring and communication with representatives of education authorities, heads of institutions.

According to the Law of Ukraine "On Education" [1] emphasis is placed on ensuring the principle of continuity of education, Article 6 of the Law emphasizes the accessibility for every citizen of all forms and types of educational services provided by the state. Thus, education in Ukraine should continue the principle of multi-vector equal opportunities for all.

To ensure the principle of continuity of educational activities, a new mechanism for ensuring effective education in the current conditions, namely in the martial law, is being urgently developed and improved.

The purpose of the study: In this article we explore current changes, features, proposals for solving basic educational issues and the implementation of rights in the field of education in martial law, features of legal regulation of education in martial law, problems and ways to solve educational problems during martial law.

Introduction

In connection with the military aggression of the Russian Federation against Ukraine, martial law was imposed in Ukraine. The content of the martial law regime, the procedure for its introduction and abolition, the legal basis of public authorities, military command, military administrations, local governments, enterprises, institutions and organizations under martial law, guarantees of human and civil rights and freedoms and legal interests of legal entities are determined by the norms of the Law of Ukraine "On the legal regime of martial law" [2].

This means that in connection with the imposition of martial law in Ukraine, the constitutional rights and freedoms of human and citizen may be temporarily restricted during the legal regime of martial law.

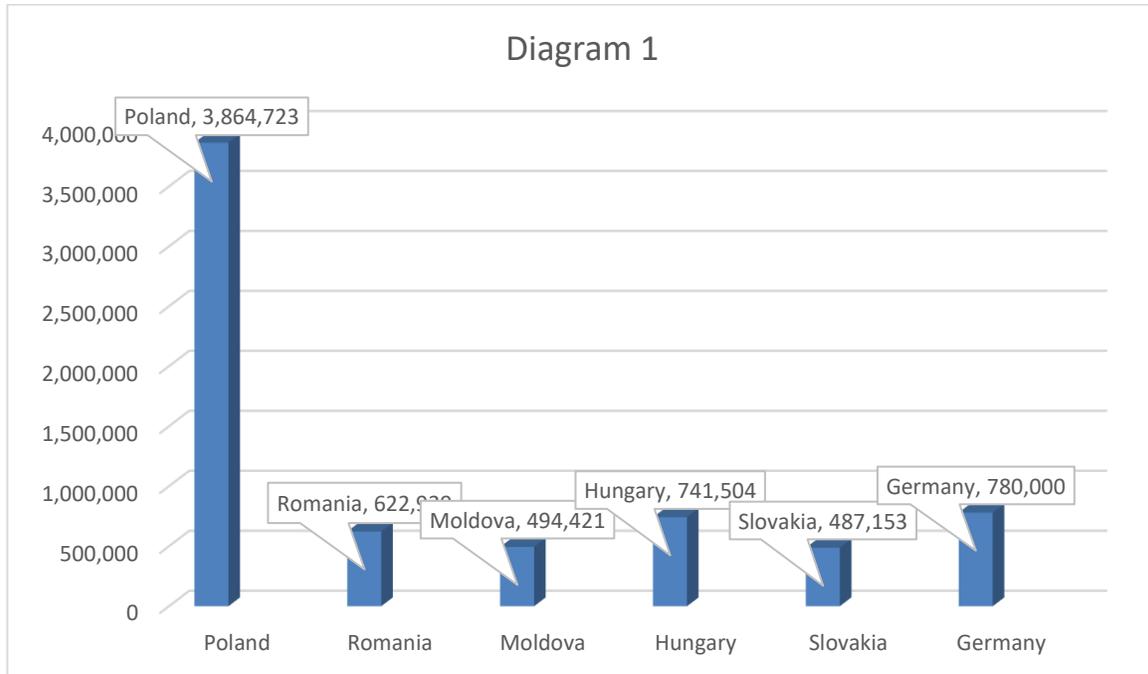
Among the rights limited to martial law is the right to education, which is provided by Article 53 of the Constitution of Ukraine, namely: everyone has the right to education, the article stipulates that full general secondary education is mandatory. The state ensures the availability and free of charge of preschool, complete general secondary, vocational, higher education in state and municipal educational institutions; development of preschool, complete general secondary, extracurricular, vocational, higher and postgraduate education, various forms of education; providing state scholarships and benefits to pupils and students. Citizens have the right to receive higher education free of charge in state and municipal educational institutions on a competitive basis. Citizens belonging to national minorities are guaranteed by law the right to study in their mother tongue or to study their mother tongue in state and municipal educational institutions or through national cultural societies [3].

Presenting the main material

Of course, the issue of the outflow of personnel and students abroad remains a topical issue of education in martial law. Since the Russian invasion of Ukraine, more than 7.3 million

Ukrainians have gone abroad, according to the Office of the United Nations High Commissioner for Refugees (UNHCR), and 2.3 million have returned to Ukraine as of June 9, 2022 [4].

The data are presented in Diagram 1



Resource: the diagram is formed according to the data:

<https://data.unhcr.org/en/situations/ukraine>

Analyzing this diagram, we can note that the largest number of Ukrainian citizens moved to Poland - 3,864,723 people, then 780,000 people moved to Germany and 741,504 people for Hungary.

Also, according to the International Organization for Migration, the number of internally displaced persons exceeded 8 million [5].

Tasks for state bodies to optimize the organization of the educational process in martial law, ensure the continuity of access to educational services for students, provide qualified psychological support to children in the educational process, provide students with resources to organize distance learning, provide adaptation of children to new conditions of realization of educational process, etc.

In this direction, the determining role is the role of the Ministry of Education and Science of Ukraine, as the main body in the system of central executive bodies to ensure the implementation of state policy in the field of education, including during martial law.

Ministry of Education and Science of Ukraine in a special period (martial law period):

- Provides regulatory and legal support for the functioning of the education and science system;

- Issues orders on the creation of a safe educational environment, the organization of education, the educational process and other issues in the field of education and science, not regulated by law in martial law. Such orders are valid only during martial law, are not regulatory acts and are subject to state registration only if they relate to the rights, freedoms, legitimate interests and responsibilities of citizens and legal entities [6].

One of the key positions in ensuring an effective educational process in martial law is occupied by the State Education Quality Service of Ukraine on quality assurance of education - is to ensure the quality of educational activities, state supervision (control) of educational institutions for compliance with legislation.

The State Service for the Quality of Education in accordance with its powers and within its competence for the period of martial law:

- Analyzes the activities of local executive bodies, local governments, their structural units for education;
- Submits to the Minister of Education and Science proposals to ensure the formation of state policy in the field of education.

The Law of Ukraine "On the Legal Regime of Martial Law", Part 2 of Article 15 states that the military administrations of settlements in the relevant territory exercise powers to manage educational institutions, educational institutions.

An important legal act both in peacetime and in wartime for Ukraine is the Strategy for the Development of Higher Education in Ukraine for 2022-2032. The strategy is based on the pyramid of higher education development in Ukraine for 2022-2032, considering the SWOT analysis of the national higher education system. It determines the directions of development of the higher education system at the present stage of development of society and economy of the country, determines its main characteristics that should be formed by 2032. The Strategy is based on Ukraine's aspirations to become an equal member of the European community [7].

We emphasize the following features of the legal regulation of education in martial law. Everyone who has been forced to leave his or her place of residence and move to other regions of

Ukraine or abroad has the right to receive education in the form that is safest for him or her in the current situation.

According to the Law of Ukraine "On Amendments to Certain Laws of Ukraine on State Guarantees in Martial Law, State of Emergency or State of Emergency" [8] to students who are under martial law, state of emergency in Ukraine or its localities, announced in the prescribed manner (special period) were forced to change residence (stay), leave the job, place of study, regardless of their place of residence (stay) for a special period is guaranteed to organize the educational process remotely or in any other form, which is the safest for its participants. The said Law also stipulates that the provision of state guarantees, the creation of a safe educational environment, the organization of education, the educational process in a state of war, emergency, or state of emergency (special period) within its competence is carried out by:

- Executive authorities, military command bodies, military, military-civil administrations and local self-government bodies, their representatives, officials (heads, chairmen, chiefs), governing bodies (structural subdivisions) in the field of education;
- Educational institutions, educational institutions, scientific institutions, their founders;
- Public associations, charitable organizations and individuals engaged in charitable (volunteer) activities.

According to the departments of education and science of the regional military administrations, all ZSSO 15 regions of Ukraine continue the educational process at a distance form. In 5 regions the educational process continues remotely, partially mixed. In 5 regions of Ukraine, training is organized in distance or mixed form, partially on vacation or suspended. The Minister of education said that as of May 21, 2022, the educational process continues in more than 12,200 general secondary education institutions, more than 3.6 million students continue their education. The number of temporarily internally displaced children who have joined the study from other areas reaches almost 83 thousand people. Also, as of May 21, 2022, almost 800 schools have completed their studies. More than 210,000 children graduated from the 2021-2022 school year.

As of May 4, 2022, the total number of temporarily internally displaced children in Ukraine who have joined the study from other regions reaches almost 92 thousand people [10].

First of all, we note that distance learning can be implemented in areas where there is no active hostilities and there is stable access to the Internet. Children evacuated from other areas can join the school at the place of temporary residence.

In our opinion, it is necessary to introduce individual training programs for students who are internally displaced or abroad, with an emphasis on the individualization of the educational process.

Students and teachers also need to pay attention to the existing educational distance platforms for consideration in the organization of educational processes. All-Ukrainian School Online (AUS) is a platform for distance and blended learning, created to provide every Ukrainian student and teacher with equal and free access to quality educational content.

Distance schools that have opened free access to educational materials:

- International Ukrainian School;
- Atmospheric School provides free access to the Listener package with ready-made teaching materials that can be used by teachers;
- Optima School opened access to annual materials for grades 1-11;
- DAR School has opened a learning platform for all students in grades 7-11;
- Jamm School for students in grades 5-11;
- Liko Education Online School has opened access to education on the Liko Education Online platform for everyone;
- Basis Research School together with Vikola-Community "School_Info" conducts an educational initiative for primary and basic school students in Ukraine;
- The School of Hope offers distance learning lessons.

In addition, there are online platforms:

- The ThinkGlobal Online modern education platform connects to live lessons and provides learning materials;
- Dzherelo Distance Education Center provides free access to the full Listener package (grades 1-11) for self-study - a full school program from the Dzherelo Distance Education Center;
- Mathematical online platform "GIOS";

- "Osvitoria" conducts daily interactive live broadcasts with the best teachers and psychologists of the country within the framework of the above-mentioned All-Ukrainian schedule.

NGO "International Association of Modern Education, Science and Culture" implements the international volunteer mini-project "Lesson for Children of Ukraine" (during and after the war), which provides from the first days of the war resource, cognitive and creative online lessons for young students (children 6-11 years old), webinars for parents of students and psychologists; support the relevant telegram channel of the project (creative, cognitive tasks for children; audio, video; advice for children and parents).

STEP Computer Academy has organized a free series of online workshops and thematic meetings for children aged 7-14: Internet security, the creation and first steps to earn money on NFT, the development of games with Construct.

Klim Churyumov Science Lyceum has opened registration for online lessons and regular daily meetings of children with a psychologist. The program gives children the opportunity to listen to school curricula, popular science lectures, author courses from scientists, artists, interesting interactive non-formal education and join a language club.

The list of useful resources for learning is constantly updated. For example, Polish educators have created a free online school Fundacja Edu SEN, where every child can continue their education. Teachers from Ukraine are involved in teaching on this platform [11].

1288 textbooks and manuals (electronic versions of textbooks for all classes) are freely available. Thanks to the QR code, teachers and students can find the necessary materials in seconds. On May 23, 2022, the Minister of Education and Science Serhiy Shkarlet signed an agreement with Google on the transfer of 43 thousand devices for Ukrainian teachers [12].

International accredited American school Citizen High School in partnership with the Embassy of Ukraine in the United States and the Ministry of Education and Science is launching a Ukrainian online academy for temporarily displaced students, which will continue education for free [13].

The Ministry of Education and Science of Ukraine, with the support of Switzerland in partnership with the DECIDE project, has created an educational chatbot EducationUaBot, which

helps parents, applicants, and teachers to navigate educational opportunities in Ukraine and abroad [12].

Thus, the most optimal and safest form of organization of the educational process in martial law – remote (distance form). Models of mixed and distance learning in synchronous and asynchronous modes will be useful in this situation during the coronavirus pandemic.

During online classes, teachers should consult with children, integrated lessons, training sessions, polylogues and creative classes. At the same time, in the conditions of war it is necessary to optimize the training load. Classes in synchronous mode are important for students, but more in the socio-psychological aspect than in education. Therefore, their number per day should be at least twice less than during distance learning in peacetime [14].

In conditions of martial law - educational, training programs and curriculum is recommended to perform, consolidating educational material, organizing independent learning activities of students, additional consultations using distance learning technologies. This is determined by the order of the Ministry of Education and Science of Ukraine from 01.04.2022 №290 "On approval of methodological recommendations on certain issues of completion of the 2021/2022 academic year" [15].

To make appropriate management decisions and motivate participants in the educational process, it is important for the state to have information about the number of students, the number of those who intend to continue their studies at the place of residence, the reasons for not continuing education. It is important that the local education authorities of the united territorial communities keep separate records and compile a register of students at their place of residence (study). These registers should contain the most autobiographical, clear verified data [16].

Regarding legislative initiatives, the Verkhovna Rada registered a draft Law № 7325 on the regulation of certain issues of educational activities in martial law. During the martial law, the bill proposes to suspend the provisions on the duration of the educational process in secondary schools (at least 175 school days) and the occupancy of classes, classes-sets of state, municipal secondary schools, proposes to review the procedure for liquidation or reorganization of schools. The draft law proposes to extend the term of office of the National Agency for Quality Assurance in Higher Education for the duration of martial law and the three-month period after its abolition

and to suspend certain provisions of the Law of Ukraine "On Complete General Secondary Education" [17].

In addition to the educational process, the psychological support of children needs constant attention. We pay special attention to the fact that in today's conditions the educational institution should become the center of satisfaction of expectations of safety not only public, but also intellectual, emotional, personal. In this context, the task of the educational institution is to create an environment of psychological comfort, atmosphere of trust, sensuality, psychological assistance in overcoming stress and anxiety in martial law.

Describing the problems in the field of education during martial law and try to outline ways to solve them.

Rodionova N.L. in the article "Features of distance learning of students in martial law" identifies the following problems during distance learning in martial law: unstable Internet coverage, lack of personal computers, the load on educational Internet resources, lack of staff, lack of time and resources for the organization of distance work, psychological unpreparedness for learning, the difficulty of testing knowledge [18].

Extending and supplementing the opinion, we emphasize the problems during distance learning in martial law, in particular: 1) lack of access to the educational process - because some educational institutions in Ukraine due to hostilities or occupation do not have the opportunity to organize distance learning, and applicants education does not have the opportunity for continuity of education; 2) adaptation of children to new living and learning conditions - an important criterion that needs to be taken into account, because for students it is necessary to take into account the period of adaptation over a period of time.

Given the above, we propose to introduce the following steps (recommendations) for the organization of the educational process in martial law (emergency):

- Inform the heads of educational institutions in a timely manner about the organization of training, changes in the learning process.
- At all stages of the educational process to focus on the psychological support of both teachers and students. It is important to involve a psychologist in the educational process, in his absence - it is necessary to involve psychologists from, for example, volunteer organizations. Communication with a psychologist, individual or group classes will help students to adapt to the

new environment and feel more comfortable in it. In this case, it is necessary to develop a unified approach to staffing all educational institutions at all levels with practical psychologists (unified approach).

- In martial law, it is important to adapt the educational process so that learning does not overload children and teachers. First, it is necessary to give preference to subjects, integrated courses that have relevant content in wartime content, as well as to adapt the curriculum of subjects, considering the current situation.

- Educational environments, as a center that today unites children and teachers from different regions, should create opportunities for students to communicate, in particular by organizing group work, volunteer projects, etc.

- It is now necessary to determine the principles of operation and operation of educational institutions and support for teachers in the occupied territories and to develop a mechanism for action of teachers in the occupied territories.

Conclusions

Despite the difficult and extraordinary events in Ukraine, it is necessary to adapt and modernize the sphere of education to new challenges, because the future of our state depends on the development of the educational sphere. The formation of a high-quality and highly qualified, effective educational process in martial law is a challenge of today, which requires society to maximize the activation of its productive and productive resources, for common victory in the field of education.

Of course, it should be borne in mind that the introduction of martial law in Ukraine was preceded by two years of quarantine due to the coronavirus and mostly distance learning. Due to the peculiarities of distance learning and access to it, students have already suffered educational losses in previous years. Of course, after the end of martial law, it is necessary to initiate the measurement of educational losses and their compensation.

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**PARADIGM OF A MODERN AUSTRIAN TEACHER IN THE CONDITIONS OF
DEVELOPMENT OF INNOVATIVE LEARNING TECHNOLOGIES**

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Abstract

This article discusses some aspects of teacher education in Austria in the context of the development of innovative teaching technologies. Particular attention is paid to the requirements for a new generation teacher. Based on the analysis of primary sources, the author highlights the promising ideas of the Austrian education system and the desire of the scientific community to increase the role of the teacher in society.

Keywords: special competencies, 4K model, IT technologies, three-phase model, educational and qualification requirements.

Statement of the problem in general terms and its connection with important scientific or practical problems. Globalization and the development of new technologies determine the need to update and improve the education system. The time has come to develop methods for improving education, which will allow building a complex system of interaction between a teacher and students on the way to unlocking the potential of each of them. The key characteristic of modern teacher education is not only the transfer of technology and knowledge, but also the formation of the necessary competencies, readiness for retraining and deepening of the acquired knowledge. That is why it seems necessary to form a new type of teacher and improve the system of obtaining pedagogical education.

Analysis of recent research and publications. Certain aspects of the formation of a modern teacher in an Austrian university have already been studied by domestic and foreign scientists such as L. Zagorulko, L. Pukhovska, H. Brenn, G. Grimm, M. Schratz.

The purpose of the research. The purpose of the article is to highlight the main trends and developments in the formation of a new generation of teachers in Austrian universities.

The results of the study with a full justification of the obtained scientific results. Education and knowledge are the basis for the well-being, value and competitiveness of every teacher. The Austrian educational system puts the quality of education at the center of political and social objectives. Teachers play a special role here. They are the key to recognizing talents and therefore serve as guides. At the same time, motivation, qualifications and high professional and social competencies are essential requirements for the teaching profession. In Austria, it is fundamentally believed that the quality of lessons and the success of each school reform significantly depend on the teaching staff. It is precisely for this reason that the Austrian Ministry of Education and Research constantly creates the right conditions to ensure motivation and a better quality of education [1].

When it comes to the organization of teacher training in Austria, the model and technology for its improvement, the Austrian scientific community refers to the basic competencies that students should receive in pedagogical higher educational institutions in Austria, namely, knowledge, skills and readiness for the profession. The future of teacher education should correspond to high professional and scientific competencies, as studies have shown that professional didactic abilities of action depend on the conceptual understanding of the subject and therefore are of particular importance in mainstream education [2].

The education of all teachers, without exception, should be university education, since future teachers are expected to further develop scientific research in the fields they study. The main goal of training at a pedagogical university is to form and develop professional, theoretical and reflex skills in all areas of future pedagogical activity (education, teaching, counseling, assessment, management and innovation). The academic curriculum covers general education, which consists of two academic subjects: vocational education and first teaching practice. Study programs corresponding to the requirements of the national program (Lehrplan für die pädagogischen Universitäten) are offered to students for learning, depending on the type of compulsory school

they choose. However, the initial curricula are based on a consistent model: students study general education and vocational training at the same time - from the beginning to the end of the full course of study. This testifies to the differentiation of the educational process for students of pedagogical universities, which is also typical for Ukrainian higher education. [3].

Together, basic teacher education includes an element of consistent practice: during their studies, university students must complete a one-year internship (Unterrichtspraktikum) organized by the local education authority in cooperation with regional postgraduate institutions. During practice, students gain initial experience in teaching lessons. School practice is based on three stages. It is important that each course of practice is accompanied by theoretical and practical preparatory classes. Already in the second semester of the program, students spend two weeks studying in schools, where they complete projects and tasks under the guidance of experienced teachers. Teaching practice is built on gradual stages: from observing students, compiling characteristics, questionnaires, visiting families, attending teachers' lessons, ending with the fact that students give lessons like ordinary teachers [4]. After the end of the practice, students write a report and critically evaluate their work and the experience gained at school.

At the heart of school practice is the personal professional growth of the teacher. The subjective characteristics of students and the potential development of learning to obtain productive knowledge within the framework of reflective subjective didactics and pedagogical culture are considered. School practical studios recommend transferring personal orientation in learning to practical work with students in the main school. The practical education of a basic schoolteacher, gaining experience in organizing specialized classes and the main issues of specialized areas as a whole is based on the "4-K" model (according to Hubert Brenn). This concept includes the following components: cooperation (Kooperation), constancy (Konstantituität), continuity (Kontituität), consistency (Konsequenz), as well as work on specialized areas, compliance with professional and practical pedagogical education. H. Brenn notes that "the model was created with the aim of prematurely describing the trainee's attitude to practice and identifying ideas for possible improvement of the educational process" [5]. The "4-K" model can be seen as the main principle of professional practice during education at the university.

Modern teacher training is carried out based on the understanding that future teachers, first,

should be able to provide detailed knowledge of their main subjects of teaching, that is, in their specialty. The Austrian image of a teacher should be in line with European standards. That is why students in pedagogical universities are taught motivation, teamwork and teaching effectiveness. In addition, the teacher must improve the school curriculum and organize joint work with parents, as well as consider the ethical and cultural differences of their students. Thus, teachers make an important contribution to the formation of the political vision of schoolchildren, namely, life in a multicultural and tolerant society.

For a long time in Austria, they have been trying to integrate e-learning, computer and Internet into the lessons. Innovative technology is not just a technical requirement for teachers, their biggest fear is losing control of their students. Teachers cope with the competence of use, but the active integration of the Internet into the educational process often fails due to the lack of ideas for their didactic implementation. In turn, Austrian universities conduct various courses and educational projects in the field of the latest technologies. These include E-buddy, eTutor, Epict, the purpose of which is to familiarize teachers with IT technologies and deepen their knowledge.

Numerous projects and seminars testify to the constant development of Austrian education. It is worth noting that in Austria they are constantly working to improve the process of obtaining education by future teachers, highlighting the role of the teacher in the educational process. An example of this is the presentation of proposals and advice on the reorganization of the first, postgraduate and further education of all teaching professions, which was carried out by an expert group led by Peter Gertel in 2009 [6].

A three-phase model for teacher training has been developed. The purpose of its development is to increase the prestige of the teaching profession, the mandatory methods for the selection and admission of applicants were also considered, as well as the structure of basic education, introduction to the profession and subsequent phases of education was clearly built and interconnected. It is noted that the new educational structure strengthens and expands the professional-scientific and pedagogical basis of further education for all pedagogical professions and does not lead to a decrease in educational requirements in all pedagogical areas. All teaching professions are characterized by a common understanding of the basics of the educational process of students. Education for all teachers at a tertiary university institution is desirable, including teacher education for elementary pedagogy from 0 to 12 years of age. Today, being a teacher for

younger children is equally demanding as for older ones, since children in kindergartens never have the same concentration of attention, unlike older students. In addition, insufficient education at an early age brings great harm [7].

The modern teacher is offered a new guideline for professional education: to establish the relationship between knowledge, skill and storage of information theoretically and practically. This requires a system for recognizing relevant competencies regardless of how or where they were acquired. Consider the educational qualification requirements for teachers in Austria:

- Accompanying, productive knowledge that can be used in solving problems in new situations;
- Not only basic knowledge of mathematics and natural sciences, but also linguistic, historical and cultural competencies are decisive;
- Ability to use innovative technologies;
- Communication skills, knowledge of foreign languages, especially English as an international means of communication;
- Sensitivity to other people and cultures;
- Ability to perform independent work;
- World knowledge in the field of human honor, democracy and tolerance [8].

Interesting are the new requirements of the Austrian Ministry of Education and Research in the new education of teachers, which were justified in the light of the program "Formation of a new teacher". Thus, all teachers are given the opportunity to become academicians. The novelty of this reform lies in the fact that all future teachers after graduating from a bachelor's degree are offered one or two years simultaneously with their professional activities to simultaneously receive the educational qualification level of a master [9].

By 2013, teachers from compulsory and polytechnic schools were only required to complete a bachelor's degree, and only teachers from professional secondary and higher schools, as well as universities, were required to complete a master's degree. This fact testifies to the constant reform of the Austrian education system and the attempts of the Ministry of Education and Research to increase the attractiveness and status of the teaching profession.

Conclusions. The introduction of new standards and the formation of a new generation of teachers is an important task of modern universities. So, the teacher must have deep knowledge,

be diversified and constantly improve himself. To date, the professional training of teachers in Austria is aimed at providing opportunities for the use of innovative teaching methods, the use of the latest technologies, and the material support of the educational process.

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**STUDYING THE PHYSICAL AND PERSONAL QUALITIES OF YOUTH IN THE
CONDITIONS OF A HEALTHY LIFESTYLE**

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Abstract

The article deals with specifics of students' healthy lifestyle formation, future specialists in physical education and sport in present-day society. The issues of health, diseases, medicine and health protection have long been the center of attention of researchers in various specialties.

Along with development of the strategy of fostering the need in healthy lifestyle, the issue of definition of physical and personal qualities promoting healthy lifestyle is urgent due to the purpose of their fostering and development among the young generation.

The aim of the research is to determine the level of formation of a healthy lifestyle and the dominant physical and personal qualities of future specialists in physical education and sports, as an indicator of their health and competence.

The main tasks have been determined as follows: to analyze the current state of the issue of healthy lifestyle formation of young people; to determine the level of healthy lifestyle formation as a priority form of life for future specialists in physical education and sports; to conduct research to determine the qualities of personality that contribute to a healthy lifestyle; to determine the index of healthy lifestyle of the target group; to form prospects of further researches in the specified area. Theoretical, empirical and statistical methods were used in the study.

During the study, theoretical and methodological sources on the research issue were analyzed; questionnaires, statistical and qualitative analysis of survey results were conducted and based on this the main issues of healthy lifestyle formation with focus on personal qualities of the individual have been determined.

To achieve this goal, a survey was conducted among students of higher educational institutions of Ukraine in the field of "physical education and sports". The study involved 156 students of 2nd -5th year of study. The gender ratio of boys and girls is 62% to 38%.

On the basis of a survey of students on lifestyle and health, a satisfactory level of formation of certain health culture components of future specialists in physical education and sports has been established. The index of healthy lifestyle ($IHLS = m/n \cdot 100\%$, where m is the number of respondents who adhere to HLS (always or mostly), and n is the total number of respondents) for boys it is 72%, for girls - 67% and is estimated as average, i.e. the lifestyle of students can be considered close to healthy.

The novelty of the research lies in the study of the experience of formation of a desire for healthy lifestyle, young people's awareness of the value of their own health, determining of the criteria for a healthy lifestyle, which according to future specialists in physical education and sports are indicative. The gender aspect of the study is also valuable.

Key words: health, health factors, healthy lifestyle, personal and physical qualities, life span, health value.

One of the main ways to achieve maximum human health is to develop a healthy lifestyle (HLS). HLS is a qualitative prerequisite for the future self-realization of young people, successful learning, efficient activities, creative as well as social and political activity. Moreover, HLS is a powerful tool for self-development, self-education, self-improvement, preservation and health improvement [1].

Modern research on the "healthy lifestyle" phenomenon does not give an unambiguous definition. If, according to traditional notions, this concept meant the absence of bad habits, presence of a balanced diet, optimal motor activity and conditioning, today it has added the need for rational organization of work, life and increased human immunity. Thus, according to T. Boychenko and N. Kolotiy, "a healthy lifestyle is a set of forms of human life that ensures health and successful life. In fact, it is a harmonious human life that helps to strengthen and protect health "[8]

A healthy lifestyle should be purposefully formed and maintained constantly throughout a person's life, and not depend on circumstances and life situations. Only in this case, it will become a tool of primary health prevention and protection, will improve the body's reserve capacity, ensure the successful implementation of social and professional functions, regardless of political, economic as well as social and psychological situations [2].

The result of the formation of a healthy lifestyle is a culture of health as a system of worldviews, beliefs, life values, based on knowledge of health, which determines a conscious, responsible, valuable attitude to personal health, health of others and the environment, forms a stereotype of thinking, behavior and activities aimed at protection of human health [3].

The question of the ability or inability to adhere to healthy lifestyle is extremely subjective, as it is primarily determined by the degree of human awareness of the importance of real actions in this area. Even with lack of some objective conditions for a healthy lifestyle (for example, comfortable housing, nutrition, social well-being, etc.), people with a high level of awareness of a healthy lifestyle strive to act for their own health. On the contrary, the lack of personal incentives, even in fairly optimal living conditions, makes it impossible to achieve the desired goal of being

healthy.

Human behavior to protect personal health largely determines the prevalence of the most common diseases of 21st-Century civilization, such as cardiovascular disease, cancer, or obesity. The analysis of scientific researches of native and foreign scientists (Karpova IB, Korchinsky VL, Zotov AV, Shosh I., Goti T., ChalaiL., Etc.) showed that observance of a healthy lifestyle, including diet depends not only on the social environment but also on personal characteristics. Moreover, the review of the references emphasizes that personality traits play an important role in maintaining physical qualities and restoring human health [2; 6].

In Ukraine, there is no separate central body responsible for the strategy of healthy lifestyle formation at national and local levels. Several ministries involved in health care or social support are responsible for this activity: the Ministry of Health of Ukraine, the Ministry of Social Policy of Ukraine, the Ministry of Education and Science of Ukraine, the Ministry of Youth and Sports of Ukraine, relevant executive bodies and institutions. Health care, education, spiritual and physical perfection of students are becoming one of the primary tasks of higher educational institutions, especially those that train specialists in the field of "physical education and sports" [7]. After all, good health is the basis of professional training, the guarantee of acquired knowledge realization, the main factor of efficiency in the course of life. Training of a versatile person in an educational institution is now considered an important component of the formation of competitive specialists who are able to work effectively under conditions of labor market globalization. However, primarily, each person is responsible for their own way of life.

Therefore, recognizing the importance of individual's orientation on HLS to maintain personal health, **the aim of the study** was formulated as follows: to determine the level of healthy lifestyle and dominant physical and personal qualities of future specialists in physical education and sports as an indicator of their health and competence.

To achieve this aim, a survey was conducted among students of higher educational institutions of Ukraine in the field of "physical education and sports". The study involved 156 students of 2nd-5th year of study. The gender ratio of boys and girls is 62% to 38%. Anthropometric indicators of height and body weight of respondents showed that most of them have normal body weight by BMI. Only 2 overweight young people were found among the young men. No students with underweight or overweight were identified. Among the respondents, only 5 noted presence of

chronic diseases.

The research process involved an anonymous online survey using Google form.

The diagnostic form contained questions aimed at determining the dominant indicators of a healthy lifestyle, self-assessment of one's health and level of health, compiling a list of physical and personal qualities that promote or hinder a healthy lifestyle. Let us consider the results in detail.

When assessing their own health, none of the respondents rated it as bad, which is probably due to the chosen future profession. However, according to their subjective assessment, the answers are "satisfactory" and "average" (Fig. 1). We assume that girls tend to assess their health more meticulously, which leads to gender differences in responses.

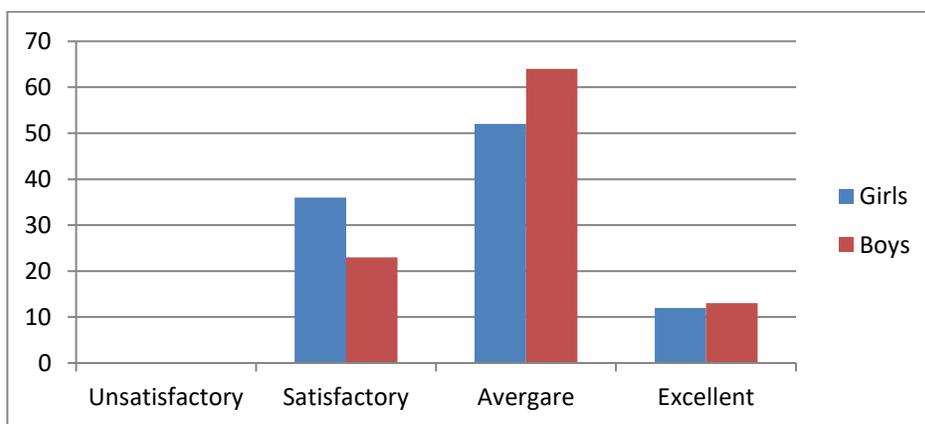


Fig. 1. Evaluation of personal health

The questionnaire also showed that regardless of all respondents being future specialists in physical education and sport not all of them adhere to healthy lifestyle (Fig. 2).

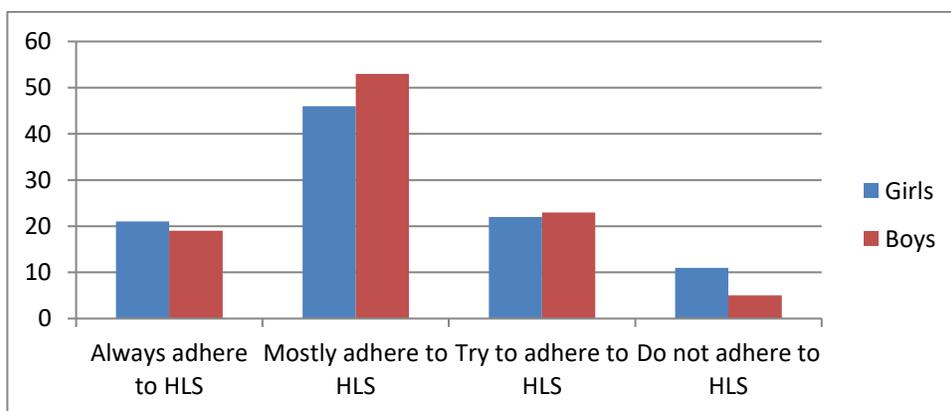


Fig. 2. Adhering to HLS

Summing up responses we may calculate the Index of healthy lifestyle:

IHLS = $m/n \cdot 100\%$, in which *m* is the number of respondents adhering to HLS (always or

mostly),

n – overall number of respondents.

The indicators are as follows: with boys the IHLS is 72%, with girls - 67% and is estimated as average, i.e. the lifestyle of students can be considered close to healthy. It is interesting to compare the results of our study with that conducted on the initiative of the Ministry of Youth and Sports. According to a 2018 survey, the majority of young people, 82.4% of Ukrainian youth, believe that they lead a healthy lifestyle (76.8% in 2015). Most of them in the age group of 14-19 years (87.5%), while among 30-34-year-olds this figure was 82% [7].

Thus, we see that the rate of IHLS in our sample is lower than according to the results of the state survey program. Since the comparative survey shows a tendency to increase of IHLS, we can assume that our indicator is peculiar to future specialists in physical education and sports, who in the course of professional training become more critical of their own way of life.

To determine the dominant indicators of a healthy lifestyle, respondents were asked to assess the main components of HLS by ranking them on a scale from 1 to 9:

- Adhering to personal hygiene rules;
- Rationally-balanced diet;
- Optimal motor activity (regular motor activity of average intensity);
- Absence of bad habits;
- Elementary methods of self-control;
- Medical control (preventive examinations);
- Culture of interpersonal communication;
- Psycho-physical self-regulation of the body (ability to resist stress);
- Sex culture.

The index was determined via calculation of average statistical coefficient (addition of all scores by the criterion and division of the obtained results by the number of respondents). The obtained results are shown in Fig. 1.

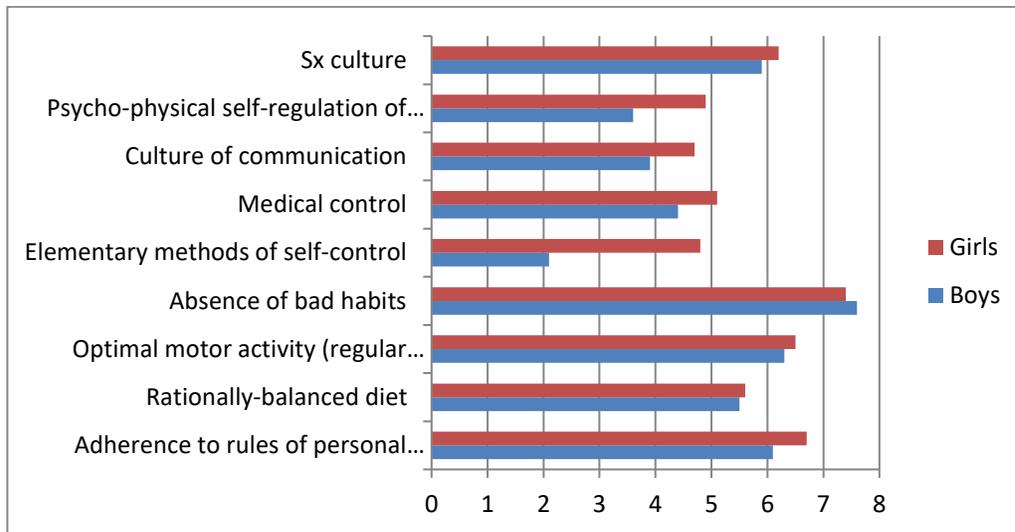


Fig. 1. HLS dominant features

As can be seen in Fig. 1 significant differences in the responses of boys and girls are found only in the criteria of “mastery of basic methods of self-control” and “culture of interpersonal communication”, due to psycho-physiological features: girls are more restrained and have a higher need for communication. Mostly, as the most significant indicator of HLS, respondents mentioned the absence of bad habits.

Currently, the most common in the study of personality behavior and health is the five-factor personality model, which includes the following aspects: neuroticism, extraversion, openness of experience, desire for satisfaction, scrupulosity [9]. Thus, studies have shown that high levels of neuroticism have a positive effect on alcohol consumption and cigarette smoking, and at the same time negatively correlates physical activity. In its turn, high degree of extraversion is associated with high levels of physical activity, and also with more frequent alcohol consumption and smoking. Openness to new experiences has a positive effect on the consumption of fruit and vegetables, physical activity, but also provokes alcohol consumption and smoking, while the level of scrupulosity contributes to regular physical activity and general adherence to a healthy lifestyle.

Based on the results of research on the five-factor model of personality in the survey, respondents were asked to identify personality qualities (physical and psychological) that contribute to or interfere with a healthy lifestyle. The same lists of qualities were given as favorable and unfavorable: neuroticism, scrupulosity, openness to new experiences, extraversion, introversion, eccentricity, phlegmatism, endurance, impulsiveness, inhibition, flexibility, speed, retrogradeness. The components of the five-factor system were purposefully included in the list.

In each case, they have to select five factors. Quantitative analysis of the responses is shown in the table.

Table: Personal qualities and their influence on HLS

Personal quality	Girls		Boys	
	Positive impact	Negative impact	Positive impact	Negative impact
Neuroticism	1%	17%	—	21%
Scrupulosity	54%	—	51%	—
Openness to new experiences	23%	11%	31%	9%
Extraversion	26%	15%	5%	14%
Introversion	16%	14%	8%	19%
Eccentricity	3%	27%	—	16%
Phlegmatism	5%	12%	6%	26%
Endurance	41%	2%	61%	—
Impulsiveness	3%	18%	4%	11%
Inhibition	2%	17%	1%	24%
Flexibility	41%	4%	58%	2%
Speed	39%	14%	69%	5%
Retrogradeness	7%	12%	9%	16%

Based on the data in the table we see that physical qualities were most often chosen as factors of positive influence on a healthy lifestyle. For instance, such qualities as speed, agility and endurance are among those that develop physical culture, so it is not surprising that future specialists in physical culture and sports associate them with the positive factors of HLS.

On the basis of a survey of students on lifestyle and health, a satisfactory level of formation of certain components of health culture among future specialists in physical education and sports has been determined. The index of healthy lifestyle ($HLS = m/n \cdot 100\%$, where m is the number of respondents who adhere to HLS (always or mostly), and n is the total number of respondents) for

boys is 72%, for girls - 67% and is estimated as average, i.e. the lifestyle of students can be considered close to healthy. There were no significant differences between the indicators of individual components of HLS among boys and girls. The highest priority as an indicator of a healthy lifestyle was found on the scale of "Absence of bad habits", for both boys and girls. The lowest rates were found on the scales of "mastery of basic methods of self-control" (boys) and "culture of interpersonal communication" (both groups). Regarding the distribution of personality qualities as those that positively or negatively affect the maintenance of a healthy lifestyle, there is a tendency to choose physical qualities as a priority in observance of HLS.

Prospects for further research are to conduct a survey of students in the field of "physical education and sports" training in order to develop a system of activities aimed at formation of health values, motivation for their lifestyle and identifying readiness to form students' need for a healthy lifestyle in their further professional activity.

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