

SECTION 1: VALUES OF ACADEMIC CULTURE IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT

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THE LEVEL OF EDUCATION OF THE COUNTRY'S POPULATION AS ONE OF THE INDICATORS OF ITS NATIONAL SECURITY LEVEL

Garmash S. V.

INTRODUCTION

It is well known that education plays a crucial role in ensuring national security, as it shapes the intellectual, moral, and social potential of a nation. Quality education promotes the development of critical thinking, patriotism, civic responsibility, and the ability to resist external and internal threats. Education is also a tool for imparting to young people the knowledge, skills, and values necessary to ensure the sustainable development of the state.

The level of education of the population is an important indicator of a country's security at various levels (personal, public, state, international), since educated citizens are more aware of their rights and responsibilities, are able to make informed decisions, think critically, and actively participate in public life, which contributes to stability and security.

“The level of education of the country's population in the modern world largely determines the individual's own intellectual potential, their competitiveness in the labor market, and education contributes to the growth of the intellectual, economic and spiritual potential of society and the country, acts as a resource for improving the well-being of the population, the growth of the country's authority at the international level, its competitiveness, and in general national security in all its manifestations. In addition, education is a guarantee of upbringing, spirituality, patriotism, national identity, and conscious behavior in a world where information and hybrid wars are being waged”¹.

¹ Живко, З.Б. Освіта в системі національної безпеки країни. *Вчені записки Університету «КРОК»*. 2019. № 2 (54). С. 205–211.

It should also be noted that in the modern world, the ‘consumption virus’ is gaining momentum, which cannot but affect the development of any society in the conditions of redistribution of limited resources. In this aspect, the postulate that a consumer society inevitably transforms into a society of degeneration becomes relevant.

Let us consider the processes taking place in the education system, namely: the transformation of value-oriented changes in society from the point of view of their impact on national security.

1. The impact of interconnected processes on the level of education in the country in terms of national security

Today, the new challenges facing society should be analyzed in the context of the global changes taking place in the world – the redistribution of spheres of influence of world leaders in the struggle for the consumption of limited resources at the expense of third countries.

The analytical report of the National Institute for Strategic Studies “Systemic Crisis in Ukraine: Prerequisites, Risks, Ways to Overcome” notes that “... a characteristic feature of the systemic crisis in Ukraine is the complexity of factors that, gradually accumulating, ultimately led to a sharp explosion of contradictions. The crisis explosion was caused primarily by socio-political and moral-ethical factors. However, even without the appropriate macroeconomic foundation, the crisis would probably not have been so acute, and its consequences for the economy and society would have been so deep and risky”².

The “Strategy for the Development of the Sphere of Innovation Activity for the Period Until 2030”, approved by the Resolution of the Cabinet of Ministers of Ukraine dated July 10, 2019 No. 526-p, states that “... the strategy for the successful development of national economic systems of leading states in recent years has been closely linked to leadership in research and development, the emergence of new knowledge, the development of high-tech production and the creation of mass innovative products. The development of innovative potential is not only a path to dynamic development and success, but also a means of ensuring the security and sovereignty of the state, its competitiveness in the modern world.

According to the Innovation Development Index presented by Bloomberg in 2018, Ukraine ranks 53rd out of 60 countries studied. At the same time, our country was the worst in terms of labor productivity (60th place), which indicates a low level of applied technologies and production of goods with low added value. It is among the top three

² Системна криза в Україні: передумови, ризики, шляхи подолання: аналіт. доп. / Я. А. Жаліло, К. А. Кононенко, В. М. Яблонський [та ін.]; за заг. ред. Я. А. Жаліла. Київ : НІСД, 2014. 132 с.

outsiders in terms of technological capabilities (58th place) and ranks 54th in terms of research and development spending as a percentage of gross domestic product. At the same time, it maintains a high 28th place in terms of higher education efficiency and 35th place in terms of patent activity, meaning it has the potential for development”³.

However, according to recent studies, Ukraine ranks last in terms of intelligence in Europe. How correct the rating and conclusions of this study are is a question. “In social networks, in particular, in Threads, information is being spread that Ukraine ranks last in Europe in terms of intelligence quotient on the International IQ Test portal. It ended up in 78th place out of 127 countries in the world with a score of 95.55 points.

However, this is a fake. The rating of this portal does not meet quality criteria, as it is formed only on the basis of user ratings, which can be manipulated.

The International IQ Test is one of the online tests that determine a person’s intelligence quotient. In addition to testing, the portal offers a ranking of countries by average IQ, which is updated annually on January 1 based on data from the previous year. This year, the site really put Ukraine on 78th place out of 127 countries in the world.

However, the only basis for this rating is the platform’s user ratings. The International IQ Test collects only the ratings of its own site’s users, not taking into account other IQ tests available on the Internet. And there is no universally recognized and 100% reliable IQ test – there are several different approaches to their creation and for the most accurate result, experts use several tests at once.

In addition, comparing countries by the IQ level of citizens is methodologically incorrect. Human intelligence is always shaped by cultural background, and it is impossible to create a universal test that is independent of cultural context. In general, a test of 40 questions cannot accurately determine the level of intelligence, because this is a complex phenomenon that science still does not fully understand”⁴.

However, it should be noted that negative trends in the field of science and education are observed at all levels. This became especially noticeable with the introduction of distance learning during the announcement of the COVID-19 pandemic and the spread of hostilities in the country.

“It is known that the spiritual and value orientations of a person are formed under the influence of a number of various factors, the main

³ Про схвалення Стратегії розвитку сфери інноваційної діяльності на період до 2030 року: Розпорядження Кабінету Міністрів України від 10 липня 2019 р. № 526-р URL: <https://zakon.rada.gov.ua/laws/show/526-2019> (дата звернення: 08.08.2025).

⁴ Команда VoxCheck. Фейк: Україна на останньому місці у Європі за рівнем IQ. URL: <https://voxukraine.org/fejk-ukrayina-na-ostannomu-misti-v-yevropi-za-rivnem-iq> (дата звернення: 08.08.2025).

of which are: heredity, environment, and upbringing. Let us focus on one of the social factors, namely, upbringing, the key element of which is education, and pay attention to the negative trends that are currently gaining momentum in the educational space of the country”⁵.

“Today’s challenges are making adjustments to the development of the country’s higher education system. During the years of independence, Ukraine has been undergoing a deliberate collapse of higher education through tacit encouragement of the implementation of a policy of nepotism in educational institutions, which is recognized as a type of corruption by the UN Convention; through the multiplication of bureaucratic procedures, the advertising of artificial achievements, and the justification of its turbulent inactivity, when bureaucracy in educational institutions erodes the very content of education (the concept of ‘standardization of higher education’ began to blur the concept of ‘standard of higher education’).

Everywhere in educational institutions, there is a tendency to transform dynasties into a clan system of redistribution of resources and satisfaction of personal pocket preferences for the sake of their own enrichment. This is no longer about the quality of education. Having reached managerial positions at various levels, moral and intellectual ‘degradants from science’ try to create a comfortable environment for themselves with people like themselves. Circular responsibility becomes a common phenomenon in educational institutions, and the assessment and selection of personnel potential is carried out according to the principle of ‘friend or foe’⁶.

Students are a product of their society and their time. The almost killed (once high-quality and accessible) secondary education devalues the learning process itself and the teaching profession. The education of contract students in higher education institutions has almost become a process of legalizing official ‘bribe’ in the queue for a diploma. Forced to work, most students are confident that they will get a minimum passing grade under any circumstances, without even putting in any effort. Teachers, under constant pressure to maintain the contingent on which their jobs depend, are forced to make such shameful concessions. There has even emerged a whole layer of manipulative students who have a very rough idea of learning, but also

⁵ Гармаш С. В. Сучасні тенденції у сфері освіти як одному з ключових факторів впливу на ціннісні орієнтири особистості. *Особистість та освіта в умовах сучасних соціокультурних викликів: ціннісно-світоглядні та науково-методичні аспекти* : зб. матеріалів 2-ї Всеукр. наук.-практ. конф. (Дніпро, 28 лютого 2025 р.). Південноукр. нац. пед. ун-т ім. К. Д. Ушинського. Дніпро : ДАНО ДОР, 2025. С. 75–76.

⁶ Гармаш С. В. Витоки та наслідки цілеспрямованого занепаду системи вищої освіти країни в умовах сучасних викликів. *Актуальні проблеми освітньо-виховного процесу та шляхи їх вирішення в умовах сучасних викликів* : зб. наук. пр. за матеріалами Всеукр. конф. з проблем вищої освіти і науки. (Харків, 15 листопада 2024 р.). Харків : ХНАДУ, 2024. С. 169–170.

developed ambitions, not supported by either knowledge or an idea of decent behavior.

This internal destructive trend is derived from external changes occurring outside the higher education system.

“The formal attitude of students to learning, as well as the formal attitude of some teachers to the educational process, contributes to the further spread of the degradation process of both the individual and society as a whole. There is an artificially imposed tendency of negative selection, which is increasingly gaining momentum in society”⁷.

2. The impact of nepotism policy in higher education institutions on the country's national security

“Nepotism (from Latin nepos, genitive nepotis ‘grandson; nephew’), nepotism (from godfather) is a type of favoritism that grants privileges to relatives or friends regardless of their professional qualities (for example, when hiring). In the modern world, experts also note the existence of nepotism, which in one form or another is characteristic of the vast majority of countries. As a rule, high-ranking officials cannot transfer their power to their children directly however, they use official opportunities and informal personal connections to provide their close relatives, for example, with leadership positions in large business structures. The harm of nepotism is that a person is appointed to a new position without having passed a professional selection and often without being a good specialist”⁸. In the relevant UN Convention nepotism is a type of corruption.

Nepotism in higher education institutions of Ukraine manifests itself in the use of family ties to gain advantages in educational, scientific, or administrative activities, which is considered a type of corruption and indicates the devaluation of professional qualities. This problem is part of the broader phenomenon of corruption in Ukraine, caused by imperfect legislation and ineffective government institutions, although the introduction of ethical codes and anti-corruption measures is a step towards overcoming it.

The practice of nepotism has a number of negative consequences:

- 1) clans emerge (private interests prevail over national interests); the usurpation of power begins;
- 2) a closed elite is formed, which is doomed to self-destruction, since it is not able to effectively govern the country;

⁷ Гармаш С. В. Сучасні тенденції у сфері освіти як одному з ключових факторів впливу на ціннісні орієнтири особистості. *Особистість та освіта в умовах сучасних соціокультурних викликів: ціннісно-світоглядні та науково-методичні аспекти* : зб. матеріалів 2-ї Всеукр. наук.-практ. конф. (Дніпро, 28 лютого 2025 р.). Південноукр. нац. пед. ун-т ім. К. Д. Ушинського. Дніпро : ДАНО ДОР, 2025. С. 75–76.

⁸ Непотизм. Вікіпедія: вільна енциклопедія. URL: <https://uk.wikipedia.org/Непотизм> (дата звернення: 08.08.2025).

3) the formation of clans contributes to the formation of a negative image, the growth of mistrust and public discontent.

The clan system of government has deeply rooted its destructive roots both in the individual and in society as a whole; both vertically and horizontally. This is clearly expressed in all state structures. Family-clan relations are especially evident in the areas of medicine and education. 'Children of teachers' a priori become a privileged category already in the process of studying at universities, they are 'defended' with dissertations and they fill the ranks of their clans. Devaluation of titles and positions occurs, since 'academic degree' is no longer an indicator of quality level and, moreover, is not an indicator of decency.

There are shameful cases when entire departments of universities are 'captured' by family clans. It's unacceptable from a moral and ethical point of view and should not only be condemned by the public, but also punished by the justice system. But this is hardly possible, since institutions at all levels of the country are infected with the virus of total corruption. Negative selection, based on the principle of 'friend or foe', comes to the fore.

Nepotism should be considered in the context of either ethical rules of conduct for officials or as an administratively illegal offense related to corruption. But this negative trend is unlikely to be overcome in the current situation of moral and intellectual decline. This trend is inherent not only to Ukrainian society. It is also gaining momentum in the world.

In such a situation, the following pattern can be observed: a person begins to identify himself with the position he occupies. Destructive changes in the personality itself occur. And the lower the moral and intellectual level of the official, the greater these transformations are. This concerns not only the individual, but also society as a whole. Therefore, such trends in the higher education system should be given special attention if we really follow the preservation of decent human capital – the basis for the country's development.

It is known that human capital is an intensive synthetic and complex productive factor in the development of the economy and society, including creative labor resources, an innovative system, highly productive accumulated knowledge, systems for providing professional information, tools for intellectual and organizational work, quality of life and intellectual activity, ensuring the effective functioning of human capital. Human capital is creative professionals, intelligence, knowledge, high-quality and highly productive work, high quality of life.

Therefore, high-quality human capital is the basis of a country's independent development. That's why it is the main factor in the national security of any country.

Ukrainians believe that the main reasons for the systemic crisis that has engulfed our country over the years of independence are corruption and the oligarchization of the economy.

Many works have been devoted to the analysis of these issues. Of interest is the opinion of the Ukrainian economist O. I. Pashaver, who substantiates in his public speeches and articles the idea that the values of society are the basis of development, drawing parallels between European values and domestic ones.

According to the scientist, European values are based on two integral definitions:

1. 'Responsible freedom' is a condition of existence for self-realization; "the possibility of choice in all life situations" and the limitation of freedom in such a way "...so as not to harm others. When people voluntarily limit themselves, it is called responsible freedom. Then the state comes into play, punishing those who do not want to voluntarily limit themselves. But the law only works when the majority of the population agrees with it. If the law does not correspond to the majority of the population's sense of justice, then it simply will not work.

2. 'Responsible cooperation' – a tendency to compromise, "... a compromise is not a defeat for you. And when you reach some agreement, you approach it responsibly".

Being a 'survival society' with a high level of 'self-survival technologies, that is, reactions to unfavorable external conditions', we have developed values that are opposite to European ones – mistrust. "In every little thing, survival technology contradicts European values of life. We are not inclined to compromise; compromise for us is defeat. A career for us is not a way of self-realization, but an opportunity to arrange our inner circle. With all this, it is very difficult to build a European state or any state at all"⁹.

As living conditions change, there are also changes in values, or rather, in attitudes towards them. Such transformations are an adaptation of society.

3. The importance of the competency-based approach to education, taking into account its impact on national security in the future

The issue of a competency-based approach to education and its impact on a country's intellectual potential is complex and ambiguous. On the one hand, a competency-based approach can promote the development of critical thinking and practical skills, which are important for modern society. On the other hand, excessive emphasis on practical skills can lead to the loss

⁹ Пасхавер О. І. З нашими нинішніми цінностями ми не можемо бути багатою країною. URL: https://dzerkalo.media/articles/oleksandr_pashaver_z_nashimi_ninishnimi_tsinnostyami_mi_ne_mojemo_buti_bagatou_krainou (дата звернення: 08.08.2025).

of fundamental knowledge and a decrease in the level of general education, which can negatively affect the intellectual potential of the country.

The unification of the higher education system with the standards of Western countries in recent years has led to the appearance of a whole wave of unnecessary paperwork, which is increasingly filling the living space of a teacher. But this is unlikely to bother education officials, who focus their main attention on artificial ratings and the redistribution of financial flows in this area.

It is necessary to pay attention that the educational process in Ukraine is an integrated component of the general process of rapid negative changes in the country as a whole. Since its independence, Ukraine has gone through a difficult path of ambiguous transformations. So, today we should pay attention to the competency-based approach to education, which is currently widely announced by all educational institutions in the country, in the training of specialists.

“Competency-based approach is the orientation of the educational process towards achieving integral learning outcomes, which are general (basic, key) and special (subject) competencies of those who study. General (basic, key) competencies ensure continuity and consistency of learning throughout a person’s life; they gradually deepen and enrich depending on the level of education. In higher education and vocational training, in addition to general (basic, key), professional (related to the specialty) and specialist (related to specialization) competencies are distinguished”¹⁰. These competencies are spelled out in a multitude of documents that are constantly changing and being supplemented. It seems that education officials are trying to justify their rampant activity with their constant contradictory instructions.

“The new educational laws declare that competence is a dynamic combination of knowledge, skills, abilities, ways of thinking, attitudes, values, and other personal qualities that determine a person’s ability to successfully socialize, conduct professional and/or further educational activities. The main difference between the competency-based approach and the established knowledge technology of training specialists is the shifting of emphasis from the learning process to educational outcomes. A result-oriented education strategy includes:

- justification of national goals of vocational education;
- design of a system of mutual responsibilities of all participants in the educational process;
- development of a multi-level system of expected learning outcomes;

¹⁰ Компетентнісний підхід. Вікіпедія: вільна енциклопедія. URL: https://uk.wikipedia.org/wiki/Компетентнісний_підхід_у_навчанні (дата звернення: 08.08.2025).

- development of assessment criteria and new forms of assessment of students' educational achievements;
- development of curricula based on expected results in educational fields;
- development of a system for monitoring the quality of education;
- development of education as an open system;
- comparative analysis of real achievements of educational systems of countries of the world, which constitutes the basis for innovative development of educational systems”¹¹.

In the field of education, a number of areas of its development can be identified to strengthen national security. “Among others, it is worth highlighting:

- maintaining high indicators of education evaluation while improving its quality;
- improving the state of studying priority groups of academic disciplines, primarily natural sciences, social sciences, information and technology, as well as foreign languages;
- updating the forms and content of education in order to better prepare young citizens for effective work and defense of Ukraine;
- active implementation of media education as a means of increasing the level of preparation for independent life and at the same time counteracting information aggression;
- adjustment of the structure of personnel training in order to ensure its compliance with the needs of the national economy”¹².

But in practice, words remain only on paper. Bureaucracy is eroding the very content of education, as the concept of ‘higher school standardization’ has begun to erode the concept of ‘higher school standard’.

The artificial economic crisis, which has become a phenomenon inherent in Ukrainian society, forces many students to work in parallel with their studies. Some of them are looking for an opportunity to gain knowledge, and some are looking for a reason to justify their helpless inaction and indifference to the educational process, knowing that they will receive the minimum score under any circumstances. This became possible because teachers are under constant pressure to reduce staff due to student expulsions. Constant bureaucratic reelection procedures with a lot of paperwork, artificial ratings, and a policy of nepotism in the country’s

¹¹ Стандартизація професійної освіти: теорія і практика; монографія / А. А. Каленський, П. Г. Лузан, Н. М. Ваніна, Т. М. Пашенко, С. Г. Кравець, Т. В. Пятничук. За наук. ред. А. А. Каленського. Житомир : «Полісся», 2018. 256 с.

¹² Живко, З.Б. Освіта в системі національної безпеки країни. *Вчені записки Університету «КРОК»*. 2019. № 2 (54). С. 205–211.

educational institutions frustrate the entire educational process, which is still maintained thanks to the understanding of many teachers of their purpose.

CONCLUSIONS

The following conclusions can be drawn from the results of the study:

1. Today, the new challenges facing society should be analyzed in the context of global changes taking place in the world – the redistribution of spheres of influence of world leaders in the struggle for the consumption of a limited resource at the expense of third countries.

2. “In the field of ... education, a certain range of problems has crystallized today: the need to form value orientations and socio-patriotic guidelines among the population that would contribute to strengthening national security and effectively overcoming hybrid threats; formation of ... competencies in the process of teaching social, economic, legal and other disciplines among schoolchildren and students; to achieve orientation of specialists towards finding, preventing and solving future problems; ... improving the quality of education and expanding teaching methods; developing the defense-industrial complex and strengthening the country’s defense capabilities; improving media education. Thus, education should be considered as a weapon in strengthening national security”¹³.

3. Regarding the situation in the country’s education system, in the educational space of various levels of education, there is a clear trend towards a reduction in both the teaching staff and students wishing to receive a quality education that would guarantee decent employment. Negative selection both among the teaching staff and among the student contingent tends to spread, which certainly negatively affects the development of both the individual and the development of the society as a whole”¹⁴. This will certainly have a negative impact on the national security of the country in the future.

4. Regarding the spread of nepotism in the higher education system, this phenomenon is a serious problem that requires a comprehensive approach to its solution. A healthy, competitive education system, based on the principles of justice and professionalism, is an important condition for the development of any society.

5. Regarding the competency-based approach to learning, it can be a useful tool for modernizing education, but it is important to find a balance between the development of practical skills and the acquisition of

¹³ Живко, З.Б. Освіта в системі національної безпеки країни. *Вчені записки Університету «КРОК»*. 2019. № 2 (54). С. 205–211.

¹⁴ Гармаш С. В. Сучасні тенденції у сфері освіти як одному з ключових факторів впливу на ціннісні орієнтири особистості. *Особистість та освіта в умовах сучасних соціокультурних викликів: ціннісно-світоглядні та науково-методичні аспекти* : зб. матеріалів 2-ї Всеукр. наук.-практ. конф. (Дніпро, 28 лютого 2025 р.). Південноукр. нац. пед. ун-т ім. К. Д. Ушинського. Дніпро : ДАНО ДОР, 2025. С. 75–76.

fundamental knowledge. It is necessary to avoid extremes and ensure that the competency-based approach complements, rather than replaces, traditional education to ensure the harmonious development of the country's intellectual potential.

6. Today, "... it should be emphasized that the decline of the Ukrainian education system has been going on for decades, and the purposeful destructive 'reform' of the system itself is aimed not so much at reducing the costs of its functioning and gradual decline, but rather at instilling in young people 'clip thinking', far from critical analysis (it is very convenient to manipulate such consciousness in one's own interests). And in this aspect, distance learning is being presented and introduced more and more persistently, bureaucracy from science is gaining momentum, and artificial 'achievements' are of a declarative nature"¹⁵.

SUMMARY

The article analyzes the level of education in the country, which can be considered one of the indicators of determining the level of security of this country. The processes taking place in the education system of Ukraine are considered, namely: the transformation of value-orientation changes in the society from the point of view of their impact on the national security. Certain conclusions were drawn regarding a range of problems (the spread of nepotism policies in higher education institutions, the importance of a competency-based approach in teaching, etc.) that have arisen in the higher education system of Ukraine in connection with other processes taking place in the country. It was noted that there is a systematic destruction of intellectual potential, which is the basis of the development and even the very existence of the country. It was also noted that the education of the population is closely linked to the economic development. Educated people have better opportunities for employment, increased incomes, and improved living standards, which reduces social inequality and tension. And education contributes to the formation of a tolerant attitude towards other cultures and peoples, which is important for ensuring peace and security in the world.

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Information about the author:

Garmash Sergii Volodymyrovych,

Associate Professor at the Department of Foreign Languages
National Technical University “Kharkiv Polytechnic Institute”

2, Kirpichov str., Kharkiv, 61002, Ukraine