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## State policy of Ukraine in the field of education

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### Abstract

The purpose of the article is to analyze the essence and characteristics of the state policy of Ukraine in the field of education, in order to determine the main ways to optimize this policy in the field of educational processes. The work used a set of methods such as: content analysis, logical and semantic analysis, systematic analysis of the implementation of state policy in the field of education; axiological method and prognosis. It is concluded that, state educational policy is a systematic and deliberate activity of public authorities and public self-government in school

The priority of state policy is to ensure civic, patriotic, moral and spiritual education. Among the most concrete results of the research, existing deficiencies have been identified, which are characterized by contradictions. These paradoxes can be avoided by combining regulations. Finally, the existing state policy in the field of education has a comprehensive legal framework, but needs constant updating.

**Keywords:** public policies; public administration; education; new Ukrainian school; areas of education.

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## Política estatal de Ucrania en el campo de la educación

### Resumen

El propósito del artículo es analizar la esencia y las características de la política estatal de Ucrania en el campo de la educación, para determinar las principales formas de optimizar esta política en el campo de los procesos educativos. El trabajo utilizó un conjunto de métodos como: análisis de contenido, análisis lógico y semántico, análisis sistemático de la implementación de la política estatal en el campo de la educación; método axiológico y pronóstico. Se concluye que, la política educativa estatal es una actividad sistemática y deliberada de las autoridades públicas y el autogobierno público en la escuela. La prioridad de la política estatal es garantizar la educación cívica, patriótica, moral y espiritual. Entre los resultados más concretos de la investigación, se han identificado las deficiencias existentes, que se caracterizan por contradicciones. Estas paradojas pueden evitarse combinando normativas. Finalmente, la política estatal existente en el campo de la educación tiene un marco legal integral, pero necesita una actualización constante.

**Palabras clave:** políticas públicas; administración pública; educación; nueva escuela ucraniana; áreas de la educación.

### Introduction

The purpose of the article is to analyze the state policy of Ukraine in the field of education. Modern features of social development require the definition of the purpose of state activity, the value paradigm of the state existence of man and society, the scientific support of the process of educating students. The low general cultural level of society, the decline of spirituality, the decline of the prestige of universal values, the spread of intolerance, cruelty and immorality in society require the state to implement a number of measures aimed at educating the humane individual and civilized citizen.

As you know, the development of the Ukrainian state puts on an extremely important and urgent task - the education of a true citizen and patriot.

In view of this, the construction of a new democratic humane society, which focuses on high universal values, acquires primarily an educational character. This is especially true of the younger generation, which in the near future will have to uphold and multiply the achievements and accomplishments or correct the mistakes that have been made in the way of establishing democratic values. In this context, it is extremely important not only to declare the orientation of national education to build a democratic,

social and legal state, humane society, but also to build in practice a system of education and upbringing that would profess the principles of humanism, democracy, tolerance, priority of universal values, flexibility and predictability.

### **1. Objectives**

Since gaining independence, Ukraine has paid more and more attention to the upbringing of children, and now we see not only dependence on traditions, but also the influence of socio-economic processes that provoke changes in attitudes and ideas about the new education system.

At present, in our society, there is a significant decline in humanism in human communication, the subordination of social relations to the needs of the market, educational ideals are being lost, people are becoming indifferent to each other, all this makes the problem of education more relevant. The study of this issue determined the purpose of scientific research as the basis for the harmonization of society.

### **2. Materials and Methods**

For the purpose of comprehensive knowledge of a subject of research and the decision of the set tasks the complex of general scientific and special methods is used, namely: methods of the analysis, synthesis and systematization - for research and generalization of legislative and normative documents, pedagogical, psychological and scientific-methodical literature, internet resources, encyclopedias and dictionaries, experience of practitioners, generalization of bibliographic sources and formulation of conclusions; content analysis and logical-semantic terminological analysis - to study and clarify the content of key research concepts, to establish their relationship; systematic analysis of the implementation of state policy in the field of education; axiological method - to substantiate the value of education, determine its functions and main tasks at the present stage; prognostic method - to develop proposals for improving the mechanisms of implementation of state policy in the field of education.

Materials and methods are based on the selection and comprehensive study of pedagogical, psychological and methodological works of researchers. A significant part of scientific sources for study is pedagogical, psychological and methodological literature: monographs, dissertations and abstracts of dissertations, curricula, textbooks and teaching aids. A separate group in the context of the study consists of materials of periodicals (pedagogical and professional journals, collections of scientific papers, information collections, etc.).

### 3. Results and discussion

As you know, pedagogy is the science of the essence, patterns, principles and forms of teaching and education. The moral consciousness and moral behavior of children are formed by schools, educational institutions through the content of education, namely through the increase in the volume of socio-political disciplines. As the life of society democratizes, it is not the forcible compulsion of citizens to respect the rule of law that should play an increasingly important role, but lawful behavior due to their upbringing, education, training and development.

In accordance with paragraph 6 of the first part of Article 92 of the Constitution of Ukraine, the principles of regulation of upbringing and education are determined exclusively by the laws of Ukraine. During this time, we trace the creation of various programs, concepts, both on the initiative and by government agencies: the Ministry of Education and Science, the Academy of Pedagogical Sciences and others.

They relate mainly to such areas of education as civic, moral, spiritual, patriotic. The Basic Law on Education stipulates that state policy in the field of education and upbringing is determined by the highest legislature, carried out by state executive branch and local self-government branches on the basis of the concept of education development approved by the authorities and approved by the public (the Constitution of Ukraine).

Thus, the state policy in the field of education in Ukraine is based on:

- Strategic documents for the development of education (doctrines, programs, concepts) (primarily the National Doctrine of Education Development).
- Legislative acts about education (basic Law “About Education”, laws of direct action that regulate relations in the subsystems of domestic education - “About preschool education”, “About general secondary education”, “About extracurricular education”, “About vocational education”, “About higher education”).
- International and interstate treaties ratified by the highest legislative body (documents of the United Nations, the Council of Europe).
- Decrees and orders of the President, resolutions of the Verhovna Rada of Ukraine and the Cabinet of Ministers in the field of education, orders of the specially authorized central executive branch in the field of education, other central executive branches to which educational institutions are subordinated; orders and directives of regional executive branches adopted within their competence.

Law of Ukraine “About Education” - the comprehensive development of man as a person and the highest value of society, its talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful self-realization, education of responsible citizens capable of conscious social choice and direction for the benefit of other people and society, enriching on this basis the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens to ensure the sustainable development of Ukraine and its European choice.

In this Law, the terms are used in the following meaning: bullying - actions (actions or inaction) of participants in the educational process, which consist of psychological, physical, economic, sexual violence, including the use of electronic communications committed against a young or a minor and (or) such a person in relation to other participants in the educational process, as a result of which the mental or physical health of the victim may have been or has been caused; Applicants - pupils, students, cadets, students, trainees, graduate students (adjuncts), other persons who receive education in any type and form of education.

The Basic Law of Ukraine “About Education” lays down the conceptual principles of civic education. Pedagogical and scientific-pedagogical workers are obliged to “affirm respect for the principles of universal morality: truth, justice, devotion, patriotism, humanism, kindness, restraint, diligence, moderation”, “to instill in children and youth respect for parents, women and elders.” by age, folk customs, national, historical values of Ukraine, its state and social system, to prepare pupils and students for a conscious life in the spirit of mutual understanding, peace, harmony between all peoples, ethnic, national, religious groups...”. The law also defines the responsibility of parents for child development. Among other responsibilities, the following are singled out: “parents and persons replacing them are obliged to: respect the dignity of the child, cultivate diligence, a sense of kindness, mercy, respect for the state and native language, family, the elderly, to folk traditions and customs; to cultivate respect for laws, human rights and fundamental freedoms” (the Law of Ukraine “About Education”).

The Law of Ukraine “About Complete General Secondary Education” (2020) reveals the educational process as an integral part of the educational process in educational institutions, which is based on universal values, cultural values of the Ukrainian people, values of civil (free democratic) society, rule of law, observance human and civil rights and freedoms, the principles set out in the Law of Ukraine “About Education”, and aimed at forming responsible and honest citizens capable of conscious social choice and directing their activities for the benefit of other people and society.

The unity of education, upbringing and development of students is ensured by the joint efforts of all participants in the educational process. The legislation of Ukraine about general secondary education consists of the Constitution of Ukraine, the Law of Ukraine “About Education”, this Law, other acts of legislation in the field of education and science and international treaties of Ukraine concluded in accordance with the law.

The system of general secondary education operates to ensure the comprehensive development, education, upbringing, identification of talents, socialization of the individual, capable of living in society and civilized interaction with nature, striving for self-improvement and lifelong learning, ready for conscious life choice and self-realization, responsibility, work and civic activity, caring for family, their country, the environment, directing their activities for the benefit of others and society (the concept of General Secondary Education).

The State Standard of Primary Education (2018) defines the comprehensive development of a child, his talents, abilities, competencies and cross-cutting skills in accordance with age and individual psychophysiological characteristics and needs, value formation, development of independence, creativity and curiosity. The state standard of primary general education is developed in accordance with the purpose of primary school, taking into account the cognitive abilities and needs of primary school students, determines the content of primary general education, which is based on universal values and principles of science, multiculturalism, secular education, systematics, integration, unity on the principles of humanism and morality, democracy, civic consciousness, mutual respect between nations and peoples in the interests of man, family, society, state (the State Standard of Primary Education).

The State Standard of Basic Secondary Education (2020) defines the purpose and principles of the educational process in basic secondary education institutions, gives a general description of the content of education, explains the requirements for compulsory learning outcomes and guidelines for their evaluation. In the state standard, one of the main tasks of general education is: introduction of children into the world of moral and ethical values; formation of moral and ethical ideas and feelings; formation of skills to give a moral and ethical assessment of situations, based on their own experience; education of positive moral and volitional qualities (Concept of the New Ukrainians School).

The state national program “Education” (“Ukraine of the XXI century”) aims to form a worldview, legal, moral, political, artistic and aesthetic, economic, environmental culture; acquisition by the young generation of social experience, inheritance of spiritual heritage of the Ukrainian people, achievement of high culture of interethnic relations, formation in youth regardless of nationality of personal traits of citizens of the Ukrainian state,

developed spirituality, physical perfection, moral, artistic, legal, labor, ecological culture (The state national program “Education”).

The main purpose of national education at the present stage is the transfer to the younger generation of social experience, richness of spiritual culture of the people, its national mentality, originality of worldview and on this basis the formation of personal traits of a citizen of Ukraine, which include national identity, developed spirituality, moral, artistic and aesthetic, legal, labor, physical, environmental culture, development of individual abilities and talent. The purpose of the Concept of national-patriotic education is to ensure: the process of human education in the unity of intellectual, moral and civic (Convention on the rights of the child).

The national strategy for the development of education in Ukraine until 2021 is to build an effective system of national education based on universal, multicultural, civic values, ensuring physical, moral, spiritual, cultural development of the child, the formation of socially mature creative personality, citizen of Ukraine and the world, preparing young people for a conscious choice of life. The core of the state humanitarian policy on national education should be the provision of civic, patriotic, moral, labor education, the formation of a healthy lifestyle, social activity, responsibility and tolerance (Oleksenko *et al.*, 2018).

National program for the education of children and students in Ukraine (2004) determines the moral and spiritual development of children and students. Their preparation for active, creative, socially significant, full of personal meaning of life is the most important component of the development of society and the state. Modern education must play a leading role in the democratic process, become a means of reviving national culture, stopping moral and spiritual degradation (Kononko, 2008).

In modern regulations, the meaning of many modern terms related to the educational process is substantiated. Thus, education - the process of involving the individual in the assimilation of values produced by mankind, creating favorable conditions for the realization of its natural potential and creative attitude to life, aimed at establishing socially significant norms and rules of personal behavior. A pupil is a subject of the educational process who consciously assimilates moral and spiritual values, on the basis of them nurtures his own personal possessions, makes independent decisions, assumes his responsibility, makes conscious life choices (New technologies of education: collection of sciences).

Educational learning - the organization of the learning process, which provides an organic relationship between vital knowledge, skills and abilities and experience of moral and creative activities of the individual, emotional and value attitude to the world and himself. Spiritual values - works of the human spirit, recorded in the achievements of culture, science, morality,

art. Morality - objectified morality, a special kind of practical activity of the individual, which is motivated by moral ideals, beliefs, principles. Moral and spiritual development is the process of mastering a person's humanistic moral values, which are the core of his spiritual culture (Nechiporenko, 2017; Oleksenko, 2017).

The concept of media education is aimed at protecting public morals and human dignity, resists cruelty and various forms of violence, promotes universal values, including the values of the individual to society and the state, people, nature, art, labor and himself.

Conceptual bases of development of pedagogical education of Ukraine and its integration into the European educational space (2004). The purpose of the development of pedagogical education is to create a system of pedagogical education, which on the basis of national heritage of world importance and established European traditions provides the formation of teachers capable of professional activities on democratic and humanistic principles, to implement educational policy as a priority function of the state, aimed at the development and self-realization of the individual, meeting its educational and spiritual and cultural needs, as well as the need to be competitive in the labor market.

In September 2009, the Ministry of Education and Science of Ukraine developed the Concept of National Education, which defines the main provisions of educational policy, the content of the national idea, which is the basis of national education of youth, principles, goals and objectives of national policy in education. directions. However, it is necessary to develop an effective mechanism for implementing the provisions of regulations relating to the education of youth, which will ensure the effective assimilation of the younger generation of cultural heritage of different peoples, while preserving the Ukrainian national identity (the Concept of raising children and youth in the National Education system).

The concept of the New Ukrainian School (2016) is a radical reform that will stop negative trends, turn the Ukrainian school into a lever of social equality and cohesion, economic development and competitiveness of Ukraine. A powerful state and a competitive economy will be ensured by a community of creative people, responsible citizens, active and enterprising. Such citizen should be prepared by the secondary school of Ukraine.

The central place in the education system belongs to the secondary school. Unlike the university, the school can still balance the imbalance in children's development. The worldview is based on the family and the school. The personality, its civil position and moral qualities are formed at school. Here it is decided whether a person wants and will be able to learn throughout life (the concept of the New Ukrainian School).

The document on some issues of the organization of the educational process in 2021-2022 states that the political and social processes taking place in Ukraine and aimed at establishing the democratic foundations of the state, necessitate appropriate changes in all spheres of the economy, including branch of education, a component of which is education. The principles of state policy in the field of education and the principles of educational activities are: the unity of education, upbringing and development.

Education is organically combined with the process of teaching children, mastering the basics of science, the richness of national and world culture. Further concretization of the conceptual foundations of the role of education in the formation of democratic citizenship of young people was carried out in the National Doctrine of Education Development. In determining the purpose of state policy on education, it is emphasized that its main directions are: “creating conditions for personal development and creative self-realization of every citizen of Ukraine, educating a generation of people able to work and learn effectively throughout life, preserve and enhance national culture and civil society, to develop and strengthen a sovereign, independent, democratic, social state as an integral part of the European and world community”.

Considerable attention in the doctrine is paid to the national character of education and national upbringing, the purpose of which is “education of a conscious citizen, patriot, gaining social experience, high culture of interethnic relations, formation of youth needs and ability to live in civil society, spirituality and physical perfection, labor, ecological culture”. Civic education together with patriotic education is considered as a component of national education (Boyko,1996).

Based on the concept of school development, a modern school should be the first and main link in the education and upbringing of the younger generation. The implementation of full-fledged effective changes in the activities of the school is impossible without a high level of scientific and methodological support and creative teachers.

The concept of the school is based on the Laws of Ukraine “About Education”, “About General Secondary Education”, the National Doctrine of Education Development in the 2nd century, the Resolution of the Cabinet of Ministers of Ukraine “About the transition of secondary schools to a new content, structure and 12-year term”, other legislative documents governing the activities of educational institutions. The concept of school development determines the main ways of change that occur in the structure, content and forms of organization of educational activities of the institution.

The draft concept of education development for 2015-2025 highlights the systemic reform of education, which should be the subject of public

consensus, the understanding that education is one of the main levers of civilizational progress and economic development. The reform should result in a comprehensive transformation of the education sector. Education must become a system capable of self-regulation - in line with the ever-changing challenges of social development. Education must become an effective lever of the knowledge economy, an innovative environment in which pupils and students acquire the skills and abilities to independently acquire knowledge throughout life and apply this knowledge in practice.

Education should produce individuals capable of accelerating economic growth and cultural development of the country, conscious, socially active citizens, competitive in European and world labor markets. Education should be a real guarantee of ensuring high social standards. The implementation of these common tasks for all education should be carried out in different ways - through a variety of educational institutions, forms and methods of teaching, the introduction of modern management (the Concept of National Education of Student youth).

Based on the given analysis of the documents that form the legal basis of modern state policy in the field of education in Ukraine, we can conclude that Ukraine has formed a sufficient legal framework for the implementation of strategic education in the national education system for democratic citizenship, which includes human rights education, civic education, intercultural education and the study of peace. Education is one of the state functions and is closely connected with the socialization and development of the individual, so the state educational policy is a component not only of educational policy. Consider the place of education in the structure of public policy.

First, the socio-cultural development of modern Ukrainian society is characterized by changes in relations between people, the system of common cultural values, norms and rules of conduct (Dodon, 2008), and education remains an effective means of influencing the development of the individual and society as a whole. Secondly, it is well known that a special place in society has always been occupied by young people as the most mobile, energetic and promising segment of the population (Gutsalova, 2009), and education is an important aspect of youth socialization. Third, education is one of the most important factors in the development of society and its development is one of the priorities of the state.

The educational process organically combines educational and upbringing component. All components of state activities in the field of education must be coordinated, for example, programs of educational activities of higher education institutions are approved by the Ministry of Education and Science of Ukraine, and activities conducted jointly by several ministries or departments are agreed by all participants in public education policy. The state educational policy is implemented according to

a clear hierarchy. Thus, the management decision on a certain aspect of the educational process, adopted by the Ministry of Education and Science of Ukraine, is executed according to the established hierarchy of powers by the relevant structural units (departments).

However, the difference between the educational policy of the state from other types of state political is its conditionality by the vectors of social development. On the one hand, Ukraine's accession to The Bologna Process poses to the state the task of multicultural education of youth, the formation of critical thinking of the individual, tolerance, openness to other cultures. On the other hand, the system of education of the young generation should be based on the national idea, based on the main achievements of the spiritual heritage of the Ukrainian people (Shcherban, 2005; Danilyak, 2014).

The defining feature of the state educational policy is its ideological content, because it is the educational ideology that is the basis for the implementation of the educational function of the state. V. Lola defines state ideology as a system of ideas, ideals, norms and values that reflects the peculiarities of society, on the basis of common interest determines the state goal, acts as an ideological and value basis for the formation of theories and concepts of state building and finds practical implementation in state development programs. (Lola, 2007).

However, we consider inaccurate the definition of the state ideology of human education as a system of methods and measures aimed at the systematic reproduction in new generations of citizens of state and social values, the formation of state consciousness. In our opinion, the system of state methods and measures aimed at educating young people is designed to implement the state educational ideology and implement the state educational goal. Scientific achievements of A. Gutsal, V. Korzhenko, V. Lola, V. Piskun, P. Shcherban and other scientists in the field of political science, philosophy of politics, political history and public administration allow to determine the main components of the ideological content of state educational policy (Gutsal, 2000; Korzhenko, 1998; Lola, 2007; Piskun, 2008; Shcherban, 2005):

- national educational idea as a generalized experience of the Ukrainian people in education and the ideal image of an educated Ukrainian;
- Ukrainian educational system as a system of views, beliefs, ideals, traditions, customs, created over the centuries by the Ukrainian people and designed to form worldviews and values of youth;
- educational ideal as a system of norms and values that are learned during education and become value orientations and motivational basis of the young person;

- educational goal is to form a holistic personality of a citizen - a patriot of Ukraine, which combines intellectual potential, spirituality, life competence and high professionalism, a person with a stable system of values and beliefs that determine the style and way of life.

With the proclamation of Ukraine's independence, recognition of education as a priority area of socio-economic, spiritual and cultural development of society, enshrining at the constitutional level the right of everyone to free development of his personality, education, formation and implementation of state policy in education, the functioning of education for domestic pedagogical science and state-building practice. It so happened that the Ukrainian state inherited a fairly developed Soviet educational infrastructure. According to the Law of the USSR "About Education" of May 23, 1991, it had 1242 vocational, 735 secondary special and 156 higher educational institutions, postgraduate and doctoral studies in 300 scientific specialties, 518 educational institutions and departments of advanced training and retraining. In terms of numbers, the network of higher education institutions in Ukraine corresponded to the level of most developed countries. Ukraine has a task to ensure a high level of education, taking into account modern scientific achievements and advanced methods of teaching disciplines. State policy in the field of education appears as an integral part of the establishment and provision by the state of human rights and freedoms and their guarantees (Belcheva *et al.*, 2019).

Among the most important types and kinds of public policy as a multi-vector system that reproduces the dynamic unity and interaction of priority areas of society, public policy in education (state policy in education) appears as an integral part of the establishment and protection of human rights and freedoms. and their guarantees. With the adoption of legislation on education, the Basic Law - the Constitution of Ukraine, approval of strategic documents for the development of education, especially the National Doctrine of Education, it is aimed directly at ensuring human and civil rights to free development of their personality, education (Articles 3, 23, 53 of the Constitution of Ukraine).

In this context, it is extremely important to create conditions for the comprehensive development of man as a person and the highest value of society, the development of its talents, mental and physical abilities, education of high moral qualities, formation of citizens capable of conscious social choice, enrichment of intellectual, creative, cultural potential of the people, providing the national economy with skilled workers, specialists (Law of Ukraine "About Education").

According to the National Doctrine of Education Development, which defines a system of conceptual ideas and views on the strategy and main directions of education development in the first quarter of the XXI century, the goal of state policy on education development is to create conditions

for personal development and creative self-realization, able to work and learn effectively throughout life, to preserve and enhance the values of national culture and civil society, to develop and strengthen a sovereign, independent, democratic, social state as an integral part of the European and world community (Nikitenko et al., 2021).

Achieving this goal of the state policy on the development of education is combined with the implementation of the basic principles of domestic policy in the humanitarian sphere established by the Law of Ukraine “About the Principles of Domestic and Foreign Policy”. Among the latter is the creation of appropriate conditions for increasing the educational potential of Ukraine, ensuring equal access of citizens to quality education regardless of place of residence, property status and financial capabilities; improving the education system, providing quality preschool, complete general secondary, vocational, higher education in state and municipal educational institutions, increasing the prestige of the work of pedagogical and scientific-pedagogical workers, support for gifted youth; increasing the role of higher education and science as the basis for the formation of an effective “knowledge economy” in Ukraine; reforming and developing the domestic system of higher education and science, ensuring their integration into the European and world educational and scientific space, introduction of the principles and standards of the Bologna Process in higher educational institutions of Ukraine (The National Doctrine of Education Development).

State policy in the field of education is based on the basic principles of education in Ukraine, which according to the Law of Ukraine “About Education” are: priority of education as a sphere of society, accessibility for every citizen of all forms and types of educational services provided by the state; equality of conditions of each person for full realization of his abilities, talent, comprehensive development; humanism, democracy, priority of universal spiritual values; organic connection with world and national history, culture, traditions; independence of education from political parties, public and religious organizations; scientific, secular nature of education; integration with science and industry; relationship with education in other countries; flexibility and predictability of the education system; unity and continuity of the education system; continuity and diversity of education; combination of public administration and public self-government in education (Sukhomlinska, 1998; Demyanchuk, 2000).

State policy in the field of education is an integral part of national policy, as everything that happens in society, nature, development of human culture, and in one way or another affects the formation and growth of educational policy, the functioning of the education system as a whole (Melnyk, 2015). On behalf of the state, the policy in the field of education in Ukraine is determined by the Verhovna Rada of Ukraine in accordance with the Constitution of Ukraine and implemented by executive bodies and local

governments, including by establishing and ensuring state educational standards. State educational standards are developed separately for each educational and educational-qualification level and approved by the Cabinet of Ministers of Ukraine. They shall be reviewed and re-approved at least once every ten years (Tokovenko, 2001).

In modern Ukrainian pedagogy, the moral education of primary school children is closely related to the national, which is defined in a number of policy documents that provide regulatory and legal support for the continuous educational process in the family and school. In particular, these are: the Concept of education of children and youth in the national education system, the Concept of national education, the National doctrine of education development of Ukraine in the XXI century, the National program of education of children and students in Ukraine and others.

## Conclusions

Finally, it should be emphasized that many more aspects of child rearing in Ukraine need further in-depth research. State policy of Ukraine and legislation are aimed at improving education. Emphasis is placed on the implementation of the following areas: national, patriotic, moral, civic. All institutions are working on the development and implementation of new, meaningful projects and programs to improve education. Everything is aimed at personal development. The only goal of all educational institutions is to educate a healthy, socially adapted, comprehensively developed person with high intellectual, creative and spiritual potential.

The state performs an educational function in society, public policy is part of socio-cultural, youth and educational policy. However, the peculiarities and significance of education as an object of public administration allow us to separate the state educational policy into a separate type of political activity of the state. State educational policy is a systematic purposeful activity of public authorities and public self-government in educating the younger generation.

Its characteristic features are coherence, hierarchy, orderliness, competence of the relevant state departments in the field of education and the presence of their powers, which gives the results of their activities the status of official. The directions of further research, in our opinion, should be to reveal the essence of education as an object of public administration, the characteristics of the subjects that carry out such management for the educational process and develop a model of effective formation and implementation of state educational policy in modern Ukraine.

State policy in the field of education is aimed at protecting human rights. The state is accountable to man for his activities. The directions of public policy in the field of education were the principles of humanistic pedagogy, formulated in the laws of Ukraine “About Education”, “About General Secondary Education”, “About Preschool Education”, “About Extracurricular Education”, “About Vocational Education”, the National Doctrine of Development education, the UN Convention on the Rights of the Child. The methodology of education embedded in them gives priority to the developed personality, its vital and professional self-determination, self-realization, life creation in accordance with national values and in the context of the idea of integration of the Ukrainian state into the European space.

The development and adoption of the National Program for the Education of Children and Student Youth in Ukraine is an important and effective scientific basis for the implementation of public policy in the field of education; it determines the strategy of educating the younger generation in the context of the formation of civil society in independent Ukraine. The program is aimed at implementing the social function of education - ensuring the continuity of spiritual and moral experience of generations, preparing individuals for successful life.

The presence of these problems necessitates the introduction and implementation of a unified policy in the field of moral education in Ukraine. Systematic and coordinated actions of public authorities, local governments and the public in this direction contribute to the unity and consolidation of Ukrainian society. The comprehensive development of man, which is the main purpose of education, includes mental, moral, labor, aesthetic and physical education in their inseparable connection, interdependence and interdependence. Each of these areas has its own content and specific tasks.

Among the educational areas today the most relevant are civic, national, patriotic, moral, labor education as the main components of national-patriotic education, as fundamental, meeting both the urgent requirements and challenges of today, and lay the foundations for the formation of consciousness of present and future generations, which will consider the development of the state as a guarantee of personal development, based on the ideas of humanism, social welfare, democracy, freedom, tolerance, balance, responsibility, healthy lifestyle, readiness for change and fulfillment of the duty to protect the independence and territorial integrity of Ukraine.

The most important questions are the questions of codification of legislation in the field of education, as it involves the processing and consolidation of regulations, the elimination of multiple regulations and to overcome inconsistencies. The realities of today require constant updating of legislation, despite a solid legal framework. Education policy is formed taking into account the commitments made by Ukraine to the international community, the European Union and global trends in education.

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